DOCUMENT RESUME

ED 480 600 SO 035 279

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TITLE	Planning Curriculum in International Education.
INSTITUTION	Wisconsin State Dept. of Public Instruction, Madison.
REPORT NO	Bull-3033
ISBN	ISBN-1-57337-102-5
PUB DATE	2002-00-00
NOTE	361p.
AVAILABLE FROM	Publications Sales, Wisconsin Department of Public Instruction, Drawer 179, Milwaukee, WI 53293-0179. Tel: 800-243-8782 (Toll Free); Tel: 608-266-2188; Fax: 608-267-9110; Web site: http://www.dpi.state.wi.us/pubsales.
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	EDRS Price MF01/PC15 Plus Postage.
DESCRIPTORS	Academic Standards; *Curriculum Development; *Demonstration Programs; Elementary Secondary Education; *Global Education; *International Education; Public Schools; Social Studies; State Standards
IDENTIFIERS	*Global Issues; *Wisconsin

ABSTRACT

International education begins at home, in the very communities and environments most familiar to students. A student does not need to travel outside U.S. borders to meet the peoples or understand the issues of the global village. This planning guide shows how curriculum in all subject areas encompasses global challenges, global cultures, and global connections. The guide is based on work taking place in Wisconsin classrooms and takes its lead from Wisconsin's Model Academic Standards. Wisconsin's heritage cultures are part of the fabric of the guide, and they weave their way through all its chapters. Following introductory information, the guide is divided into eight chapters: (1) "Defining International Education: What Is It? Why Is It Important?"; (2) "Organizing International Education"; (3) "Teaching International Education: Strategies and Check Lists"; (4) "Connecting International Education to the Standards"; (5) "Building International Programs in Our Schools"; (6) "Viewing International Education in Wisconsin: A Sampler of 35 Exemplary Programs"; (7) "Resources for International Education"; and (8) "Appendices for International Education" (n=6). (BT)

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Planning Curriculum in International Education

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Drawer 179
Milwaukee, WI 53293-0179
(800) 243-8782 (U.S. only)
(608) 266-2188
(608) 267-9110 Fax
www.dpi.state.wi.us/pubsales

Bulletin No. 3033

© September 2002 Wisconsin Department of Public Instruction

ISBN 1-57337-102-5

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Printed on recycled paper

Foreword

All education is international. Learning and knowledge are connected to cultural systems that encompass the entire globe and beyond.

International education begins at home, in the very communities and environments most familiar to students. An opportunity to travel to different countries or cultures enables a student to know what it means to be American and to begin to see and truly understand his enormous freedoms and responsibilities. But a student does not need to travel outside U.S. borders to meet the peoples or understand the issues of the global village. As the enclosed poster shows, "Global Wisconsin" is found all around us, in our sister school partnerships, immigrant communities, and local businesses with worldwide exports.

Planning Curriculum in International Education shows how curriculum in all subject areas encompasses global challenges, global cultures, and global connections. The guide is based on work taking place in Wisconsin classrooms and takes its lead from Wisconsin's Model Academic Standards. Wisconsin's heritage cultures are part of the fabric of the guide, and they weave their way through all its chapters. All students, as well as all teachers, bring their respective cultures to the classroom. As teacher Mark Wagler says in the opening essay, "My best global connections are my own students. When I look at them closely, I see the neighborhoods and the world in which we live illuminated with global highlights."

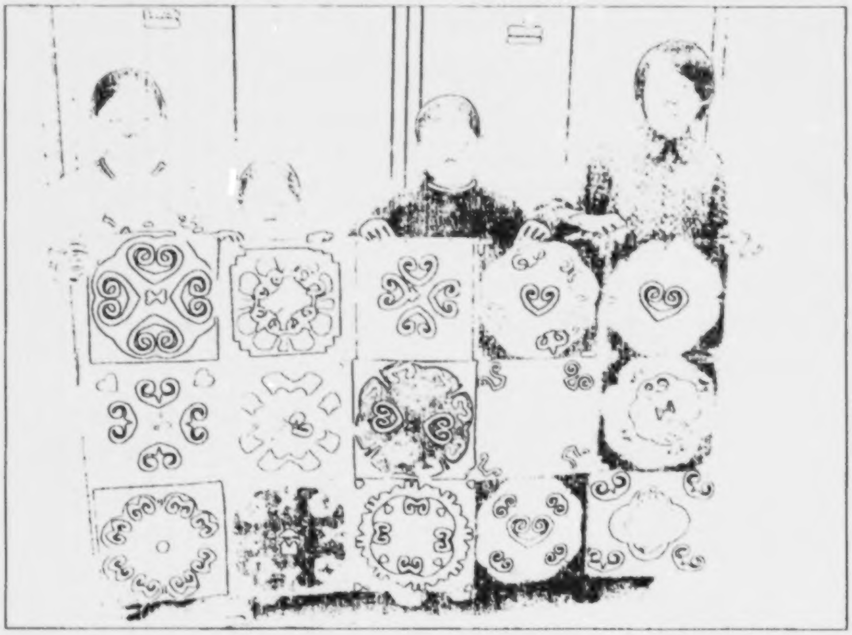
Many Wisconsin, national, and international educators contributed to *Planning Curriculum in International Education* They provided excellent ideas to develop standards-led curriculum and instruction and to help teachers choose from an imaginative variety of instructional strategies.

I sincerely thank the task force authors—Sharon Durtka, Alex Dye, Judy Freund, Jay Harris, Julie Kline, Carol LeBreck, Rebecca Reimbold, Robert Tabachnick, Renée Tantala, and Mark Wagler—as well as the numerous contributors for their pioneering efforts in international education. I am proud to present this department's first curriculum guide in this exciting and important interdisciplinary area.

Elizabeth Burmaster
State Superintendent

Making the World Round: How One Teacher Brings the World to Fourth and Fifth Graders

Mark Wagler
Randall Elementary School
Madison, Wisconsin
September 2000



The earth didn't suddenly become round and rotate around the sun because of Copernicus; it just became simpler to describe. Freed of the complicated calculations needed to figure the epicycles of Ptolemy, Renaissance astronomers were able to see a new world and a new sky.

Something similar happens today in our classrooms. Letting the whole world into our curriculum makes it easier to teach and learn. Freed of the constraints that made us believe we don't have time for international education, we find global issues and perspectives already thriving in the world of our children—and in our instruction.

For me, teaching globally isn't a matter of adding things; it is rather a way of rethinking my pedagogical practices. My curriculum hasn't gotten longer or more complicated; it has simply been opened to a wider range of experiences. My best global connections are my own students. When I look at them more closely, I see the neighborhoods and the world in which we live illuminated with global highlights.

Come to our multi-age fourth and fifth grade classroom at Randall School in Madison, Wisconsin. According to local, state, and national standards, I am required to focus my social studies curriculum on U.S. history and geography and Wisconsin and world cultures. While guided by these expectations, my instruction is at once more native and more universal, as local cultures and international perspectives regularly emerge and overlap in our classroom. Notice how they meld in the following examples of cultural inquiry, dialogue, and action.

Community Mapping

In Room 202 our study of culture begins with fieldwork. Night after night, for homework, students observe their families, interview parents and neighbors, and look for cultural patterns. As they present their findings to the whole class and hear reports from classmates, students quickly discover a multicultural perspective: Other families have different beliefs, customs, and expressions. Before long, our examination of family culture takes us outside the United States—to ancestors' immigration, traditions, travel, and worldwide friendships. We have entered international education.

Foodways

This past fall we had a major focus on family foodways. For about a month, students had homework assignments to explore raising food, shopping, recipes and food preparation, food for special occasions, setting the table, decorating with food, and beliefs about food. Our study culminated in a family potluck and a classroom video. Students and their families presented a rich array of dishes and family practices, emphasizing ethnicity, religion, travel, and origins. We encountered traditions from Cambodia, Scotland, Mexico, Turkey, Norway, Laos, Sweden, Germany, and the Ukraine.

Folk Tales

When we started reading from *Favorite Folktales from around the World,* a collection edited by Jane Yolen, many students first looked for stories from the country or region they come from. Although I cautioned them not to expect the culture in the folktales to represent life in these countries today, they enjoyed searching for enduring cultural traits among the historical relics.

U.S. History

During the spring semester we read Joy Hakim's *All the People* (volume 10 of her *A History of the U.S.* series), an in-depth history of America since World War II. Chapters titled "A (Very Short) History of Russia," "A Curtain of Iron," "The Marshall Plan," and "French Indochina" are supplemented with substantial accounts of anticommunism, the Korean War, the Bay of Pigs and the Cuban missile crisis, the Vietnam War, and the experiences of Mexican immigrants. The text, peppered with references (photos, stories, sidebars) to Churchill, Stalin, Khrushchev, Mao Zedong, Gandhi, Ho Chi Minh, and Gorbachev, prompted many discussions with international flavors.

Journal of Student Inquiry

In May 2000 five students from Ms. Lanyon's classroom at Hawthorne School, also here in Madison, sent letters to five of my students. They described what they enjoyed in the articles we had written for *Great Blue: A Journal of Student Inquiry*—a collaborative local publication for student reports about investigations in all areas of the curriculum—and told my students what we would discover in the articles they wrote. One letter, to one of my Mexican American students, was especially poignant: "You wrote about Cinco de Mayo and Mexican independence. We don't have independence yet in Kosovo, where I come from." Our class talked for awhile about independence movements.

Another student, in Madison for a year with his family, wrote an article entitled "A Norwegian Kid in the U.S.," contrasting school, recreation, language, and food in these contexts. For his community service project at the end of the year, he wrote letters to relatives and friends in Norway, bridging cultural experiences. Throughout the year, we regularly linked classroom conversations to his comparative descriptions of Norway. Although particularly revealing to my students of Norwegian ancestry, his portrayal of daily life across the ocean opened the imaginations of all the students.

A third student, who loves to read the history of American wars, interviewed three World War II veterans and the son of another about their experiences for his *Great Blue* journal article, with a focus on Asia and the Pacific. "I wanted to go deeper into the picture," he wrote. "Who were the people in

World War II?" Two of the veterans he talked to were grandfathers of other boys in our class.

Another grandfather, who regularly volunteered in our room, told us stories about growing up, the son of a Jewish mother, in Nazi Germany. He helped a fourth student prepare a *Great Blue* article evaluating books about Tibet's religious leader, the Dalai Lama. A mother, who works with international students at UW-Madison, arranged for two Mexican graduate students to talk to our class about Day of the Dead.

A Student Puts It All Together

Several months ago I found this letter on my desk: "Dear Mr. Wagler, Could I do a presentation of my culture for our class? It would be about 1 1/2 hours long. Please let me know." Of course, I said yes. A month later she presented an extraordinary array of Hmong cultural expressions. She performed a dance while wearing traditional clothing, brought samples of needlework and described how to make them, handed each student a cup of stir-fried noodles with beef, showed family photos, summarized the history of the Hmong, and shared unforgettable stories of her own family's escape from Laos and immigration to America.

Connecting with Classrooms Abroad

This has been the first year my classroom has participated in the computer network called i*EARN (International Education and Resource Network, see "Resources"). During our first Learning Circle, we exchanged classroom surveys and personal introductions with classrooms in California, Illinois, New Jersey, Ireland, and Kazakhstan. Together we created text for a collaborative literary magazine, each section edited by the classroom that proposed it: poetry, essays about the space program, postcard-sized accounts of a typical days, hobbies, "what if" fantasies, and local imagination.

We began working on another i*EARN project (to be continued next year) called "Global Art: Sense of Caring about Local Environments," with classrooms in Washington, New Mexico, Rhode Island, Ghana, Uganda, Australia, and Moscow and Novosibirsk in Russia. This project, on taking care of habitats, will combine reading, writing, art, video making, science, and community action. We will send the other classrooms our just-completed "Mornings-in-the-Marsh" booklet, twenty-eight pages of poetry, photos, fiction, and essays reflecting our study of a nearby marsh and our service in removing nonnative species and building paths to make this site accessible for other students.

Conclusion

I imagine a skeptic saying, "Oh, sure! You live in a city with lots of different cultures. We don't have much international culture, or many educational opportunities, in our town." I beg to differ. In every community there are people with global experiences and perspectives.

In the 1950s, while attending a rural Amish-Mennonite school, I had a teacher who went to Europe following World War II to help rebuild Germany. His slides showing the horrors of concentration camps and his stories of traveling on his motorcycle made the world round for me.

Now the world is also round for my students—and close to home. Our local beginnings curve into global inquiry, dialogue, and action.

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The department expresses the utmost appreciation and thanks to the team of authors who committed their time and knowledge to make this guide possible. Their dedication to their profession and to raising student achievement is commendable.

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Acknowledgments

A special thanks goes to many individuals at the Wisconsin Department of Public Instruction and specifically to Carol Stricker, Sandi McNamer, Jack Kean, and Sue Grady. Each spent many extra hours assisting with the development of this guide. Without their dedication and energy, this guide would not have been possible.

One leaves a country wishing to come back again; we leave this writing project already wishing we could begin again. This is the Department of Public Instruction's first curriculum guide in international education; the task force began with blank pieces of paper. We simultaneously dread, apologize for, and yet welcome criticisms of our shared vision, and our culpability for omissions and errors. We are pleased to have a body of work on which to add, correct, and base new initiatives.

University of Wisconsin–Madison Emeritus Professor B. Robert Tabachnick deserves special commendation, as a gentle scholar who saw the project through from its first beginning in 1998 to its end in 2002. His personal and professional life as an academic, traveler, and astute participant observer in cultures served us well. Any shortsightedness is despite, not because of, his advice. Teacher and philosopher Mark Wagler challenged us throughout on the applicability of our words to the classroom and the need for our vision to extend far beyond it. Task members Carol LeBreck and Judy Freund contributed countless hours in meetings and just as many hours driving on wintry Wisconsin highways, creating visions enroute. Colleagues Jay Harris, Alex Dye, and Sharon Durtka shared in conceptual design and contributed substantive pieces in hours of need. Photographer Jeanne Tabachnick generously contributed visual images from decades of traveling the world, including scenes from countries such as Sierra Leone, where daily lives portrayed have been since destroyed and disrupted by current conflicts. Parents and teachers at Lloyd Street Global Elementary School contributed an outstanding collection of photos. To the entire task force, I extend the gratitude and admiration of this department.

Our work stands on the substantial contributions of H. Michael Hartoonian, Frank Grittner, and Dave Engleson, three men in the department whose professional years here laid foundations for connecting children in classrooms to countries and cultures both far away from and within Wisconsin.

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Defining International Education

What Is It? Why Is It Important?

1

Japanese "leaping carp" banners share the flagpole with the U.S. flag at elementary school celebration in Wisconsin. (Lloyd St.)

Former U.N. Secretary-General Boutrous-Boutrous Ghali once wrote, "Despite the news of wars, hunger, homelessness, and disease affecting millions, the world is moving toward a new, more participatory, people-centered way of conducting international affairs. The first truly global era has begun." (Ghali 1992)

Our children have been born into this era, taking its interdependence and interconnectedness for granted. Although it may amaze an older generation that children's toys and breakfast cereals are produced in far-off places or by globally encompassing corporations, it does not amaze the children. Although an older generation may be still trying to comprehend the implications and interconnections of global hemispheres, younger people may need to be reminded of just the opposite, the vastness of the world's diversity, distances, and divisiveness.

International education helps older people understand global interconnections and younger ones comprehend global differences.

The ability to function in this complex, connected, yet contradictory world is increasingly enhanced by knowledge of different cultural contexts. We can ill afford to exclude any child from knowledge about customs, traditions, and societies, for these are the foundations not only for the cultures of others but also for his own understanding of himself, his past, and his present.

International education helps us create knowledge about one another. It takes us on an enriching, fascinating journey, each leg of which opens new doors, reveals more ports, and allows us to see visions and speak words that others can neither see nor understand. It creates new dimensions.

What Is International Education?

International education teaches about the lives and the natural and social contexts of people living in other countries and cultures and actively promotes immersion experiences in other cultures. International education explores interactions and connections among nations, especially the ways in which other peoples and cultures impact our daily lives. International education is an approach that creates awareness of political, economic, scientific, and cultural interdependence that exists across national and cultural borders. International education acknowledges the complexity of the world's peoples, including their differences, similarities, conflicts, and connections.

It is more important to get global education activity underway than to spend great amounts of time initially discussing and debating its meaning.

Dr. Kenneth Tye,
global studies educator

International education calls for the infusion of global perspective into all disciplines and at all grade levels. It is not a field or a separate subject in itself. Rather than a patchwork of occasional attention to the world and our connections to it, international education is a thread woven into the fabric of the entire school curriculum.

State of
Wisconsin

Wisconsin students and teacher delegation staff state booth at Hessentag, a regional German celebration.

Three other terms are often used beside or interchangeably with international education: *global studies*, *regional studies*, and *multicultural education*. The terms are defined in detail in the "Definitions" section of Chapter 8. In brief, global studies emphasize the interconnections between natural and social systems, for example global ecology, whereas regional studies focus on world issues and cultures of one particular world region, such as Africa. Multicultural education explores the diversity and dynamics of ethnic groups within a single nation or such place, such as the Asian- and African-American experience within the United States.

This guide uses *international education* as an umbrella expression that frequently covers all these terms and adds an active component demanding that students actually *experience* the culture they are studying.

Wisconsin's Unique International Resources

> We live in a world where all sides are bound together. All studies grow out of relations in the one great common world.
>
> —*John Dewey, 1859–1952, educator, philosopher, and author*

American teachers, like their colleagues around the globe, find themselves challenged to prepare students for a world more interconnected and complex than the one in which they grew up.

Yet Wisconsin teachers have unique resources at hand. For decades, hundreds of teachers, particularly elementary teachers, have taught students to celebrate diversity, to resolve playground conflicts without violence, and to be curious about the immense world around them. Middle school teachers have taken a strong focus on multicultural issues and challenged students to gain skills to help them develop into compassionate individuals capable of critical thinking and problem solving. High school teachers have used technology for sister school linkages, expanded foreign language offerings, and added international career days, model United Nations programs, and even world-respected International Baccalaureate degrees.

Now it is time for these teachers to open their doors wider, to show leadership in helping colleagues globalize the curriculum. It is time to increase opportunities for all teachers and for all students to travel, to explore other cultures, to learn new languages, and to perceive the complexity and interconnections of global issues.

Speaking dozens of different languages, children from nearly 100 different groups of refugees and recent immigrants, as well as children whose parents are on international business assignments, come through the doors of Wisconsin's schools. Wisconsin's Hmong Americans, numbering about 40,000 individuals, comprise the state's single largest new immigrant group, matched by a growing Spanish-speaking population. Table 1.1 shows languages spoken by Wisconsin's newest immigrant children.

Wisconsin's top trading partners are Canada, Japan, the United Kingdom, Mexico, France, and Germany, with exports generating $9 million in 1998. Its

TABLE 1.1 **Languages Spoken by Wisconsin's Newest Immigrant Children**

	Language	Number of Children
1.	**Hmong**	11,466
2.	**Spanish**	10,908
3.	**Chinese:** Mandarin (103) + Cantonese (68) + "Other Chinese" (83)	254
4.	**Russian**	251
5.	**Indian:** Bengali (7) + Gujarati (47) + Hindi (42) + Kannada (3) + Malayalam (3) + Punjabi (78) + Tamil (10) + Telegu (6)	196
6.	**Arabic**	192
7.	**Korean**	169
8.	**Albanian**	144
9.	**Vietnamese**	126
10.	**Serbian** (57) + **Croatian** (15) + "Serbo-Croatian" (43)	115

Top 10 language groupings of 25,382 children surveyed in March 1999 Census of Limited-English Proficient Pupils in Wisconsin, data available by language and by school district on Wisconsin Department of Public Instruction Web site. Wisconsin Department of Public Instruction, 1999.

public university campus in Madison ranks second in the United States for attracting students from around the world. Its private colleges send 64 percent of their students abroad for significant study opportunities. Leaders in state government, education, sciences, and the arts have called for globalization of the curriculum and for more in-depth teaching about international issues and events.

An Argentine citizen, testifying before a U.S. legislative committee on international education, asserted, "I would like Americans to know that we have modern cities, that we are working toward democracy, and so forth. But what really matters to me is not how much Americans know about us, but how much they care about us. It doesn't matter if they're well informed if they don't really care."

It doesn't take a great stretch of the imagination to understand why Wisconsin students should know and care about people of other countries and cultures. Our international connections story began long ago. Today in Wisconsin, Native American communities still maintain hard-fought sovereign status and issue citizens their own passports for world travel. Menominee, Ho-Chunk, and Anishinabe (Ojibwe) town names like Wausau, Waunakee, and Minocqua dot the map alongside communities with old European names like Denmark, Hamburg, New London, Stockholm, Belgium, and Poland. In the same towns, newer Lebanese restaurants, Tibetan Buddhist temples, and Hispanic community centers remind us that immigration has not stopped.

Wisconsin has been enriched by people from all parts of the world—West and East Africa, Southeast and South Asia, Central and South America, the Pacific Islands, and elsewhere. In combination with the cultures of its native populations, Wisconsin's mosaic grows more colorful and diverse each year.

Wisconsin native son and environmentalist John Muir said, "When we try to pick out anything by itself, we find it hitched to everything else in the Universe."

Although he spoke these words decades ago, they are just as true today. Our daily lives are intricately linked to other people, places, and issues around the globe—from the alarm clocks and coffee that wake us up to the clothes we wear and the vehicles we drive.

Even implicit in the items we use daily, our connections to the rest of the world are complex. Some clothes are made by poorly paid women, in factories with inadequate lighting and ventilation. Some coffee contains pesticides that, while regulated in the United States, aren't regulated in the countries in which the coffee was grown. Pollution from our cars respects no boundaries and destroys parts of the ozone layer that all of us need to survive. Weather conditions destroy citrus crops and affect not only the price of our morning orange juice but also the economies of countries that buy American-made products. Conflicts abroad threaten our economic and security interests at home.

Aldo Leopold, another of Wisconsin's favorite sons, was famous for his reflections on the natural world around him in the Baraboo Hills. Toward the end of his life and at the peak of his wisdom, he became involved in work on a global scale. There's a strong message in that. Leopold observed, "We shall never achieve harmony with land, any more than we shall achieve absolute justice or liberty for people. In these higher aspirations, the important thing is not to achieve but to strive." Leopold would be heartened to know that Wisconsin educators and their students are striving to achieve harmony in an expanded sphere.

The world is in Wisconsin, and Wisconsin students are in the world. Each day, the boundaries between the two become more translucent. Our students will find new truth in the ancient words of Socrates, the Greek philosopher: "I am a citizen not of Athens nor of Greece, but of the world."

Wisconsin Student Diversity

English as a Second Language (ESL) data in Table 1.2 reflects trends in the growing ethnic diversity of Wisconsin's student population. Even small rural schools connect with world religions, refugee issues, and deep-rooted family traditions as new groups of children enter the classroom doors.

TABLE 1.2 **Wisconsin's Linguistic Diversity Reflected in Student Data**

1. Afrikaans (South Africa, dialect of Dutch)
2. Akan (Ghana, Ivory Coast)
3. Albanian
4. American Sign Language
5. Amharic (Ethiopia)
6. Arabic
7. Armenian
8. Assyrian Aramaic (Syria, Iraq, Iran, Turkey)
9. Bengali (State of Bengal in northeastern India, also Bangladesh)
10. Bulgarian
11. Cantonese Chinese
12. Chamorro (Mariana Islands)
13. Creole/Patois
14. Croatian
15. Czech
16. Danish
17. Dutch
18. Farsi (Iran)
19. Finnish
20. French
21. German
22. Greek
23. Gujarati (Indian states of Gujarat, Baroda, and northwest India)
24. Hebrew
25. Hindi
26. Hmong
27. Hungarian
28. Ibo (southern Nigeria)
29. Indonesian
30. Italian
31. Japanese
32. Kannada (state language of Karnataka, India)
33. Khmer (Cambodia)
34. Khmu (indigenous language of Laos)
35. Korean
36. Kurdi (Kurdistan)
37. Lao
38. Latvian
39. Lithuanian
40. Macedonian
41. Malay (Maya Peninsula, eastern Sumatra, parts of Borneo)
42. Malayalam (State of Kerala in southern India)
43. Mandarin Chinese
44. Marshallese (Marshall Islands)
45. Mien (Hill tribe language—Thailand, Laos, South China, Vietnam, Burma)
46. Nepali
47. Norwegian
48. Pampangan (Philippines)
49. Polish
50. Portuguese
51. Punjabi (Punjab region of northwestern India)
52. Rumanian
53. Russian
54. Samoan (South Pacific)
55. Serbian
56. Serbo-Croatian
57. Sinhalese/Sinhala (Sri Lanka)
58. Slovak
59. Somali
60. Spanish
61. Swahili
62. Swedish
63. Tagalog (Philippine Islands)
64. Taiwanese
65. Tamil (State of Madras in India)
66. Telegu/Telugu (Andra Pradesh, India)
67. Thai (Thailand)
68. Tigriña/Tigrinya (northern Ethiopia and Eritrea)
69. Truk (Caroline Islands of Micronesia)
70. Turkish
71. Ukrainian
72. Urdu (Pakistan)
73. Vietnamese
74. Yoruba (Nigeria and Benin)
75. Other (246 entries)*

From the March 1999 Census of 25,382 Limited-English Proficient Pupils in Wisconsin. Current data is available by language and by district on the Wisconsin Department of Public Instruction's Web site. Wisconsin Department of Public Instruction, 1999.

*The response "other" was given for a variety of reasons, such as the person completing the form did not know the name of the language (e.g., Other East Indian, Other Chinese, Other African); "multiple" languages, with no first language identifiable; and "not on the list." These data do not include heritage languages or second and third languages spoken by children who are already proficient in English.

Reasons Why International Education Is Essential for American Students

Research and anecdotal evidence presents 20 reasons why international education is essential for American students.

- **International education awakens students' awareness of the world.**

Global perspectives in all subjects taught within American schools help to broaden students' minds and horizons. Educators can expand students' awareness of the world around them from "microscopic" to "wide-angle" views.

- **International education fosters creativity, critical thinking, and problem-solving skills.**

Global issues are often complex and controversial. When answers don't come easily, students are challenged to become more insightful and discover they are capable of making profound and astute observations.

- **International education gives students opportunities to explore the world.**

Centuries ago St. Augustine observed, "The world is a book, and those who do not travel read only a page." Life in another country or culture is education at its best, and international perspectives in the classroom are the first step of the journey.

- **International education develops communication skills through world languages.**

English has become a worldwide language, but only in tourism, economic, and technical fields. Students in most other world regions are capable of crossing intellectual and cultural borders with proficiency in three or more languages. Adventure, beauty, and wisdom accessed through world languages are important parts of learning at its highest levels.

- **International education teaches students how to respond peacefully to conflict.**

One good definition of peace is the management of conflict in nonviolent ways. Peacemaker and peer mediation programs in schools allow students to grapple with the concept that making peace is more difficult than waging war and demands specific skills, historical knowledge, and maturity.

- **International education involves students in solutions to environmental problems.**

Luther Standing Bear, former chief of the Oglala Sioux (Lakota), said that a "lack of respect for growing, living things" leads to a "lack of respect for humans, too." Political borders are meaningless to wind and water, a concept students must appreciate fully in becoming responsible citizens of their state, country, and world.

- **International education instills an early sense of human rights.**

A person is a person because he recognizes other persons.

—Desmond Tutu,
South African archbishop,
civil rights leader, Nobel laureate

The Universal Declaration of Human Rights states that every human on the planet has the right to freedom, justice, health, safety, and basic needs like shelter, food, and water. International education helps students understand the rights and privileges they enjoy and their responsibility to take action on behalf of the same for others.

- **International education combats student disinterest and apathy.**

Research indicates that international education motivates students to learn, regardless of grade levels or disciplines. The fact that children are curious about the world is a powerful tool just waiting to be utilized in any classroom.

- **International education encourages attention to world news.**

Our primary means of learning about global issues and events is the news media, yet national trends indicate that U.S. citizens are increasingly "tuning out" world news. As they enter adulthood positions of responsibility, students need to be motivated to analyze news reports, access various sources worldwide, discern bias, and act in response to news.

- **International education models how to live respectfully in a diverse nation.**

America is a nation of immigrants, and our human landscape continues to become more diverse each day. Students need not only to appreciate and respect the backgrounds and perspectives of other ethnic and racial groups, but also to have the experience and skills necessary to learn, work, and play together.

- **International education builds bridges between schools and communities.**

Most communities enjoy the presence of recent immigrants, refugees, exchange students, study abroad and Peace Corps returnees, and visiting business or agricultural delegations. By enlisting their participation in classrooms, schools can enhance learning while strengthening local support of education.

- **International education prepares students for higher education.**

In and outside of schools, foreign language experiences, multicultural arts, and study abroad programs continue to expand. Once students graduate from high school, they will find even more international education opportunities at postsecondary institutions.

- **International education ensures students' success in the twenty-first-century job market.**

As jobs require more linguistic, cultural, and technical skills worldwide, international education addresses the real-world needs of employers in virtually every field. Wisconsin's leaders in business and education issued a special Wisconsin International Trade Council (WITCO) Task Force Report on International Education in 1998 (see Chapter 7, "Resources for International Education"), voicing the need for greater global competencies among high school, college, and technical school graduates.

- **International education attracts visibility and funding for schools.**

School districts have found that international education initiatives often elicit unexpected support and enthusiasm from private and governmental sources. Numerous agencies and organizations have money targeted specifically for curricular projects and professional development programs of a global nature.

- **International education reforms America's public and private schools.**

International education practices demand excellence in teaching and learning strategies. Educators can draw from the best practices worldwide. That is why international education is endorsed and supported by a wide range of major educational associations, from the Association for Supervision and Curriculum Development and the American Association of Colleges for Teacher Education to the National Association of Elementary School Principals.

- **International education dispels misconceptions about U.S. foreign policy and foreign aid.**

Americans sometimes react negatively to U.S. military and economic involvement abroad. It is important to take a stand on global issues, but moral and political stands can be dangerous and even irresponsible when not based on accurate information.

- **International education nurtures global competency in future elected officials.**

Men hate what they cannot understand.

—Moses Ibn Ezra,
Jewish and Spanish poet, 1055–1138

In recent years, as many as 20 percent of our newly elected officials in Washington had never possessed a passport or had no firsthand knowledge gained from traveling abroad. Yet those same policymakers were suddenly thrown into positions in which they had the power to make vital decisions on issues of foreign policy, decisions that have an impact on Wisconsinites.

- **International education contributes to national security and economic success.**

Most experts agree that the security of the United States now results as much from our success in the global marketplace and understanding of health, agricultural, and environmental interdependence as it does from military power.

- **International education promotes citizenship education.**

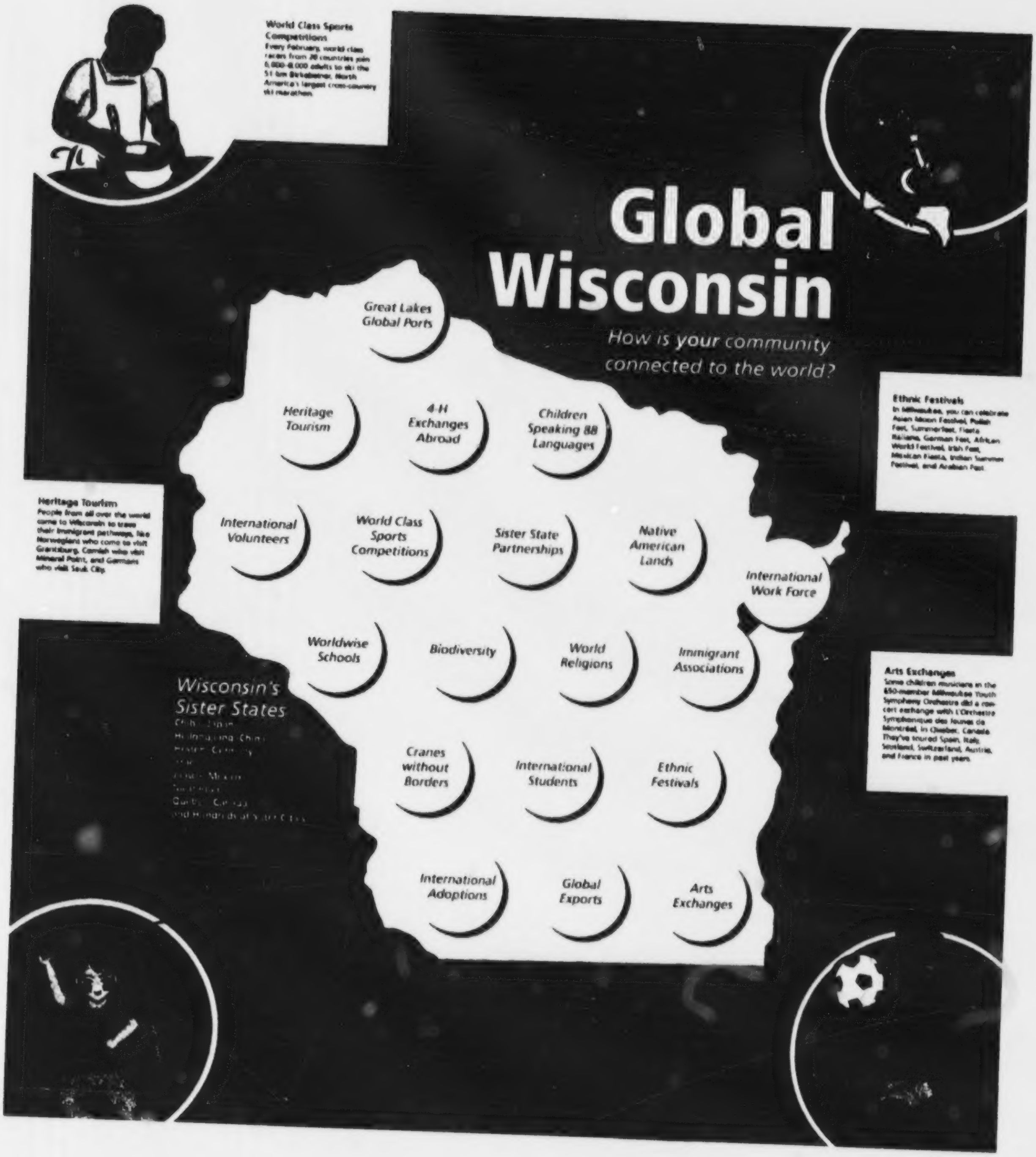
Wisconsin students are citizens of not only the United States but also the world. Students must understand that patriotism in the twenty-first century involves knowledge of and interaction with other countries and cultures in order to make the world we share a better place for all. As French scientist and Nobel Laureate Marie Curie said, "You cannot hope to build a better world without improving the individuals. Each of us must share a general responsibility for all humanity."

Test-taking in a Taiwanese high school. (Jeanne Tabachnick)

Summary: Reasons Why International Education Is Essential for American Students

International education:

- awakens students' awareness of the world.
- fosters creativity, critical thinking, and problem-solving skills.
- gives students opportunities to explore the world.
- develops communication skills through world languages.
- teaches students how to respond peacefully to conflict.
- involves students in solutions to environmental problems.
- instills an early sense of human rights.
- combats student disinterest and apathy.
- encourages attention to world news.
- models how to live respectfully in a diverse nation.
- builds bridges between schools and communities.
- prepares students for higher education.
- ensures students' success in the twenty-first-century job market.
- attracts visibility and funding for schools.
- reforms America's public and private schools.
- dispels misconceptions about U.S. foreign policy and foreign aid.
- nurtures global competency in future elected officials.
- contributes to national security and economic success.
- promotes citizenship education.



Global Wisconsin

How is your community connected to the world?

World Class Sports Competitions
Every February, world class racers from 20 countries join 6,000-8,000 adults to ski the 51 km Birkebeiner, North America's largest cross-country ski marathon.

Heritage Tourism
People from all over the world come to Wisconsin to trace their immigrant pathways, like Norwegians who come to visit Grantsburg, Cornish who visit Mineral Point, and Germans who visit Sauk City.

Ethnic Festivals
In Milwaukee, you can celebrate Asian Moon Festival, Polish Fest, Summerfest, Fiesta Italiana, German Fest, African World Festival, Irish Fest, Mexican Fiesta, Indian Summer Festival, and Arabian Fest.

Arts Exchanges
Some children musicians in the 650-member Milwaukee Youth Symphony Orchestra did a concert exchange with L'Orchestre Symphonique des Jeunes de Montréal, in Quebec, Canada. They've toured Spain, Italy, Scotland, Switzerland, Austria, and France in past years.

Great Lakes Global Ports

Heritage Tourism

4-H Exchanges Abroad

Children Speaking 88 Languages

International Volunteers

World Class Sports Competitions

Sister State Partnerships

Native American Lands

International Work Force

Worldwise Schools

Biodiversity

World Religions

Immigrant Associations

Cranes without Borders

International Students

Ethnic Festivals

International Adoptions

Global Exports

Arts Exchanges

Wisconsin's Sister States

Chiba, Japan
Heilongjiang, China
Hessen, Germany
[illegible]
Jalisco, Mexico
[illegible]
Quebec, Canada
and Hundreds of Sister Cities

BEST COPY AVAILABLE

Global Wisconsin

Even the smallest community has a multitude of international connections, as outlined on the poster inserted in this guide and reproduced on the opposite page. The following student activity can be modified for elementary, middle, or high school students. It challenges students to research their own community's global connections. Begin with a world map, with yarn strings extending from a country to index cards containing a student's research.

Global Wisconsin Student Activity

How Is *Your* Community Connected to the World?

How many international connections can you find?

Divide into groups, do research on items that interest you, and then put all the information together. Make a big world map showing places in the world that connect to your community. Look for connections in the categories below.

Education

1. Languages spoken by students and teachers in our class (or in our school)
2. Our sister school
3. Foreign exchange student (or teacher) programs past and present
4. Foreign languages taught in our school and community
5. Countries traveled by students and parents from our class
6. School clubs and activities with a global reach
7. Sports that connect us to places and events of other cultures
8. International programs, staff, and students at area colleges and universities

Cultural Crossroads

1. Adoptions—from what countries children have been adopted
2. Countries from which people immigrated to our community in the 1800s and the 1900s
3. Countries from which people are immigrating to our communities today
4. Street names, names of geographical features, and place names contributed by Wisconsin's past and current people
5. World religions in our community
6. Religious connections to other countries (missionary projects, charities)
7. Arts, science, business, education, medical, and religious links to specific groups, including
    - American Indians
    - African Americans
    - Arab Americans
    - Asian Americans
    - European Americans
    - Hispanic Americans
    - Hmong Americans
8. People who are or have volunteered or worked abroad
9. Famous people from our community who connect us with the world
10. Museums that have international and multicultural partnerships or exhibits

Ecology

1. Natural features that attract people from what countries to visit here
2. Birds, plants, or animals distinctive to our community
3. Migration patterns that link our community to others national and internationally
4. Global problems that affect our community
5. Weather from other parts of the world that affects our community

Economics

1. Businesses with international connections (there are many kinds of businesses—forestry, agriculture, scientific research, medicine, etc.)
2. Important imports our community gets from abroad
3. Countries to which our community exports goods and services
4. Workers from other countries that work here temporarily or permanently

Special Events

1. Festivals, sports, and special music events in the community
2. Tourist sites in the area
3. International or multicultural awards to people or organizations in the community
4. A famous person or group from another country or culture who visited and what prompted such a visit

Government

1. Our sister city
2. Sister state connections active in this community
3. Countries where parents and relatives doing military duty were or are stationed
4. Current events in the news that connect our town with places in the world
5. Capital cities, flags, population, and world map locations of all the cities and countries above

Other

1. What other categories can you think of?
2. Can your parent help you?
3. Ask teachers in different subject areas, for example, geography, music, and FACE (family and consumer education), to give you ideas about global connections in their area.

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United Nations speech.

Organizing International Education

2

Mother and daughter spinning, Nigeria. (Jeanne Tabachnick)

Building Global Competencies for International Education: Challenges, Cultures, Connections

Many children think they have no "culture"—that culture is something that requires a costume, a dance, a spicy food, or a set of drums. Similarly, teachers in many schools feel their communities aren't "multicultural"—that the many white or suburban children are more similar than different. Even in schools where the majority of students come from minority families, some teachers may view students as poor in opportunities rather than rich in cultural knowledge.

Basic to international education is understanding culture and knowing that we use the word in many ways. We speak of deep culture, traditional culture, family culture, acquired culture, school culture, mass or commercial culture, popular culture, and corporate culture. Students need to be able to see that the games they choose to play, the way they spend their free time, the jokes they laugh at, the slang they use, their parents' rules, and their favorite family stories are all cultural components. Teachers as well as students are surprised when they discover how unalike their "similar" lives are. Two-parent versus one-parent families, strict versus lenient child-rearing practices, homes either deeply or casually religious, families connected to or disconnected from relatives, and homes that celebrate birthdays in different ways are just a few differences. Economic differences among students may be great, but wealthy students who feel underprivileged and poor students who have no idea they are poor have always intrigued teachers. Cultural perceptions help explain such differences.

Why Should We Learn about Cultures?

The initial reason we want children to learn about other cultures is so they know themselves; understand where they have come from; and become aware of their own power, history, and creativity. Comparing themselves to a classroom guest from another culture helps students see something that was previously invisible, yet, like air, is all around them.

Struggling to learn another language helps students appreciate their own fluency. Trying to eat with chopsticks makes them understand that something as simple as getting food to one's mouth is done in different ways all around the world. Comprehending poverty in different ways helps them understand the meanings of wealth. Visiting or hearing about a country where people cannot vote helps them understand their own nation's struggle for democracy. Seeing the contrast between inequities and privilege in another culture helps them look with new eyes at their own neighborhoods. Global awareness makes it more likely that students will become locally involved—that they will perceive the connections and implications to issues, persons, and events in their own backyard with people around the world.

Eventually a deeper reason for learning about cultures emerges. Children become citizens who recognize productive ways to work and socialize with people whose backgrounds may be different from their own. They find themselves in the world without the barrier between "self" and "other."

> ***Culture is a seashell where we hear voices of what we are, what we were, what we forget, and what we can be.***
>
> —Carlos Fuentes, Mexican author

Cultural Ecology

Doug Miller, executive director of Folklore Village Farm, a rural folk arts center in Dodgeville, Wisconsin, talks to visiting student groups about "cultural ecology." Doug sees cultures as giant ecological systems. Just as rain forests are part of larger ecosystems, affecting weather, species habitat, and human jobs and lifestyles, so are traditional cultures connected to the healthy functioning of families and communities. Just as rain forests are endangered, so is traditional and family-based folklife. Doug argues that it does little good for a fourth-grade girl to appreciate a dance from Mexico if she does not understand that her own culture also has traditional dances, and that these dances, whether they take place in country schools, Northwoods cabins, or neighbors' homes, are alive today and are part of her own heritage. In addition, it does little good for her to appreciate a dance from Mexico if she ignores the newly arrived Latina girl on the playground and does not see the connection between cultures "away" and cultures at home.

International education strives to enable students to function comfortably as they move across real, imagined, and metaphorical borders. It strives to help them comprehend and be active players in a world turned by global forces.

A child in school today will grow up to function in a much more interconnected world than the one in which her teachers, parents, and grandparents grew up. While the world has always been interconnected, a person's access to world travel opportunities—to jobs, to a spouse with international connections, to people speaking other languages, to neighbors and work colleagues of different racial and linguistic backgrounds—has increased dramatically. Equally dramatic is a person's awareness that her daily life, environment, income, family, friends, and job are all affected by global forces.

Developing Global Competency

The goal of international education is to create a state and a nation of globally competent citizens who know how to live and work across cultures and international boundaries. By global competency, we refer to a diverse set of abilities that students, parents, employees, consumers, travelers, and volunteers all need: specific knowledge and skills, world language proficiency, empathy, and a deep understanding of global connections. In the twenty-first century, such global competencies are needed by teachers, computer programmers, farmers, musicians, sales managers, politicians, machinists, stock brokers, doctors, cooks, janitors, bankers, factory workers, secretaries, pilots, sculptors, architects, packing agents, truck drivers, developmental aid workers, and poets.

Globally competent citizens have the skills to work in other cultures or countries and to think globally within a local work setting. They have strategies to communicate effectively with multicultural citizens in their own neighborhoods as well as with citizens of other countries whose cultural backgrounds and practices may be very different from their own. Their lives are enriched by travel and international friendships. They enjoy music, arts, theater, or dance across cultural lines. They have experience in conversing, debating, and disagreeing with persons holding views different from their own, without resorting to violence. They find local avenues to reach out toward solutions to global problems.

Intercultural thinking requires students to realize that they themselves are immersed in a culture. Until a student has a diverse experience, however, it is difficult if not impossible to develop this way of thinking.

Diverse experiences allow students to respond to new situations with increasing sophistication. They learn to appreciate differences in behavior and values, categorize differences, shift frames of reference, and internalize more than one worldview (Yershova, DeJaeghere, and Mestenhauser 2000).

How Globally Competent Can We Get?

It is presumptuous to think that any one person is or could ever be socially, linguistically, and professionally competent in a myriad of cultures. Whether you're a displaced refugee, a fast-moving tourist, or a seasoned traveler, you don't have to go far before finding yourself in a neighborhood, country, or situation in which people are speaking another language or acting out of assumptions you don't recognize or understand. Feeling frightened or uncomfortable is normal. Cultural competencies may help us with the next steps, but they do not mean we escape feelings of nervousness, awkwardness, ignorance, or fear.

Our graph of global competency is round, like the globe (Figure 2.1). Like social systems and ecosystems, the parts are interconnected. The student enters at any point.

At the center of the graph is the interplay between local and global interdependence. The student, and all other students, live on planet Earth. The student moves between a concept of local (me, my family, my classmates, my dreams) and global (an awareness of other people, places, and ideas and the interconnectedness of social and physical worlds). As the student becomes aware of global connections, cultures, and issues, she builds global competencies.

Processes

How Does a Student Build Global Competencies?

The first ring past the center of Figure 2.1 indicates *processes*—the *how* of learning. *Inquiry, action, dialogue,* and *world languages* are four processes on which we focus. All are taught within many subject areas, but international education uses the processes to refer to building cross-cultural skills.

The four processes naturally flow into one another. Action necessitates dialogue that involves inquiry, and inquiry, dialogue, and action cannot happen without the use of world languages.

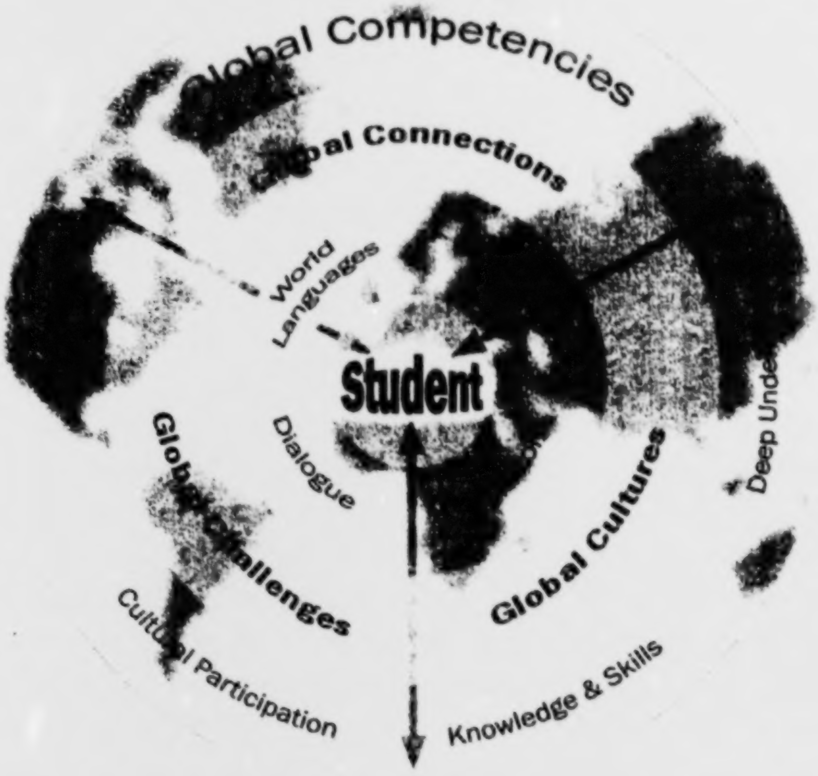
Global Competencies
Global Connections
World Languages
Student
Dialogue
Global Challenges
Global Cultures
Deep Under
Cultural Participation
Knowledge & Skills

FIGURE 2.1 **Building Global Competency**

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Inquiry

Inquiry encourages students to ask questions, to gather observations and data, and to explore. It demands that students search for variety and promotes critical thinking.

Merely acquiring new knowledge, including cultural facts and language skills, is not sufficient for the goal of critical thinking. Critical thinking requires that students learn how to think deductively, make inferences, reason to the best explanation, test hypotheses, do analogical reasoning (find similarities), and value reasoning (choose between negative and positive values). Understanding a culture fully also requires systems thinking (seeing patterns of change), reflective thinking (self-reflection and questioning one's own beliefs), and metathinking (knowing what we think, how we think, and how we use our thinking skills).

Action

Action, in international education, refers to cultural immersion or cultural exploration, experiences that require students to leave the comfort of their home culture to explore another cultural space. Hands-on, experiential learning results from learning to cook, learning to dance, asking questions of a classroom guest, doing family histories and neighborhood mapping, and corresponding with pen pals (or computer "key pals") abroad.

Action refers to the creation of statements of understanding, or of artwork that expresses meaning. Action may include collaborative projects with students in other schools in the United States or abroad. It may include service learning projects. Naturally, action may include travel, but travel to north Chicago's Indian and Pakistani neighborhoods on Devon Street may be just as eye-opening to students as a study exchange to Frankfurt, Germany, with the German-language class. Participation in a Lac du Flambeau Ojibwe tribal pow-wow or joining Hmong peers in a Hmong New Year celebration in Wausau, Wisconsin, may involve crossing invisible borders, even though the event is happening just a few miles away from the students' school.

Action may include educating other people about social injustices or environmental concerns. We might have called it "cultural participation" as well, but in common classroom parlance, "participation" can mean as little as joining in a discussion. We have chosen a stronger word, *action*, to emphasize the need for the international education curriculum to extend beyond the classroom walls.

A wise traveler never despises his own country.

—Carlo Goldoni, 1707–1793, Italian playwright

Dialogue

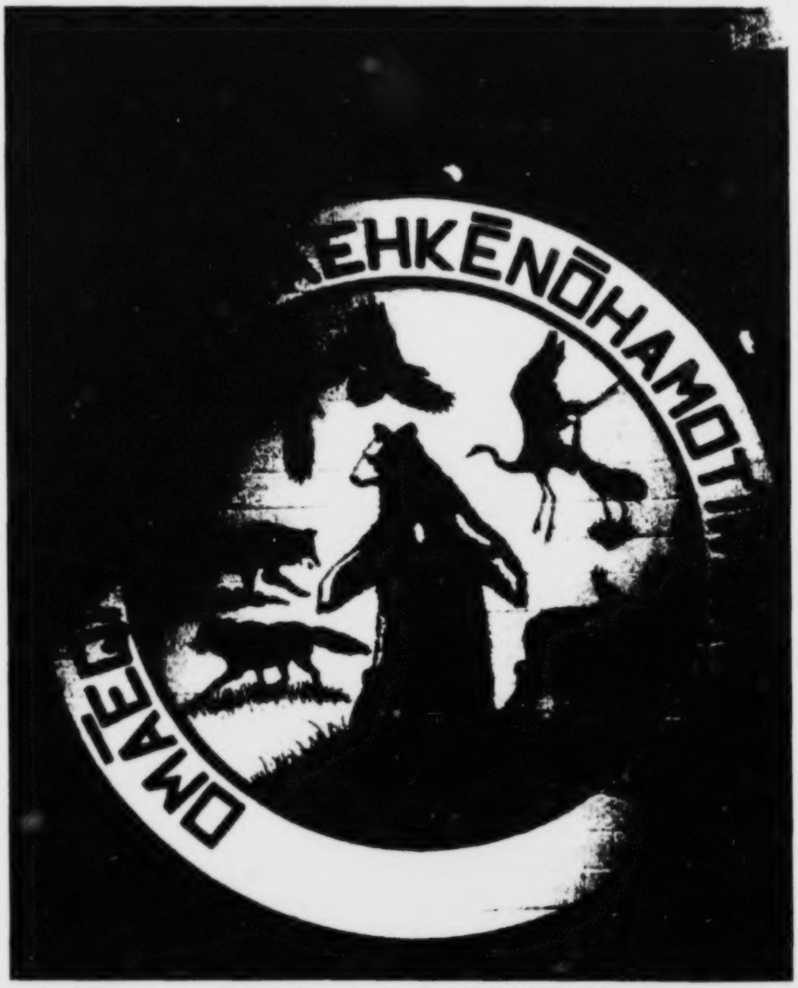
Dialogue refers to an exchange between at least two people. It involves stating a position, considering different perspectives, identifying differences, creating agreements, and broadening areas of acceptance. With dialogue, the student begins a genuine journey into a culture. Dialogue is dynamic and is transformative of all participants. Dialogue engages one in a learning process. Engaging in dialogue means that a traveler does not passively move through a place or look at sites. He is not merely an audience, spectator, or tourist; he connects with people.

World Languages

World languages refer to languages the student learns. Also called foreign languages or second languages, the term in this guide means a communication system other than the child's first or heritage language. A person cannot be a globally competent citizen and speak only English. In the context of this curriculum guide, we also include music, dance, and visual arts as "universal languages," sensory-rich executions often understood without words. A vibrant Afro-Cuban ensemble, an impassioned flamenco dancer, or Cristo's canvas-wrapped island connects deeply with those who view such works of art, with or without the medium of words.

Content

Global content can be integrated into every subject area and every grade level. Three ways to focus international education within any given classroom are around *global connections*, *global cultures*, and *global challenges*. These form an inner ring of Figure 2.1, indicating that they are the core of study of international education.



The state's rich cultural heritage of languages and world views is reflected in the mural at Menominee Tribal School in Keshena. (DPI American Indian Studies Program, mural by Gary Besaw)

Global Challenges

After reviewing 75 articles and books in the area, Collins, Czarra, and Smith (1998) summarized 10 areas of global issues: race and ethnicity; global belief systems; human rights and social justice; planet management (environment); sustainable development; the revolution caused by advances in science, technology and communications; population; political systems; economic systems; and war and conflict.

Yet again, every subject in the K–12 curriculum has standards that reflect the challenges and reinforce notions that students must know and understand global challenges. The depth, complexity, and interrelatedness of these topics show that international education goes far beyond one-day school festivals. While complex issues are frequently tackled at the secondary level, elementary students are perfectly capable of comprehending, analyzing, and proposing solutions to global problems. Elementary teachers are skilled at choosing materials appropriate to their students' developmental level. Fourth- and fifth-graders, for instance, may read *Sadako and the Thousand Cranes* and learn to fold origami paper cranes, thus understanding the effect of war and atomic weapons from a child's perspective. High school students are ready to learn about the same time in history in science class by studying the effects of radiation on the human body, and in social studies by reading World War II–era documents from the White House, military experts, and scientists that elucidate controversies surrounding the decision to drop the first atomic bomb. To counter the perception that challenges are always depressing and overwhelming, it is important not only for young children but also for high school students to study and experience the uplifting, joyous, and humanitarian aspects of global issues.

Someday the sun is going to shine down on me in some faraway place.

—Mahalia Jackson,
American gospel singer, 1912–1972

Global Cultures

A second area of focus, global cultures, helps students understand that other people hold views that differ profoundly from their own. Especially in schools where students share similar cultural backgrounds, it is important that diverse peoples, ideas, and cultures be emphasized in the curriculum. It is paramount that teachers and administrators bring into the school opportunities and perspectives students would not receive otherwise. Students must see themselves, and a variety of people unlike themselves, in the history and literature they study, in the arts they learn, and in the unusual images that surround them.

In schools with diverse student populations, all students need to see the various ethnic and racial groups reflected positively in the curriculum. Diverse student populations offer teachers an opportunity to bring parent and community resources into the classroom and to allow all students to join the teacher in research and exploration of customs, history, arts, and celebrations of cultures represented by children in the school.

Even though each student has roots in one or more cultures, most students' knowledge of other cultures is superficial or limited to parallel structure, to stereotypes, or generalizations. Global cultures can potentially be addressed in every subject area in the K–12 curriculum, but they appear most frequently in elementary school reading activities, natural and social sciences, all arts, foreign languages, family and consumer education, health education, and English language arts.

Global Connections

Global connections help students understand that "global" means not only "there," but is also "here." Students need to understand how contemporary and historical connections play out within the United States, within global issues, and throughout world regions. Such connections also include contacts and exchanges that teachers and students make with classrooms and cultures abroad. A focus on global connections helps students see the ways their daily lives are affected by change and interdependence. They begin to see how their lives are affected by complex systems involving environmental issues, political policies, demographic shifts, international trade, and diverse ideologies and religions. Again, virtually all school subjects have academic standards that highlight global connections: social studies, language arts, the arts, information technology, science, mathematics, and vocational subjects, to name but a few.

Global Competencies

> ***No matter how far a person can go the horizon is still way beyond you.***
>
> —Zora Neale Hurston, 1891–1960, American author and anthropologist

When schools allow students to use dialogue, inquiry, action, and world languages to investigate global cultures, connections, and challenges, the students begin to acquire global competencies. Global competencies, shown in the outer ring of Figure 2.1, are many, but we have chosen to focus on four. They are a *deep understanding* of the complexity of the culture in question; *knowledge* of specific cross-cultural contexts, skills, and attitudes; *cultural participation*, an ability to function comfortably within the culture and to work effectively with persons across cultural lines, and an ability to demonstrate *empathy* to people in this and other cultures.

Deep Understanding

Deep understanding, in an international context, refers to appreciating one's own culture as well as other cultures. To do this, students must suspend judgments and make only tentative conclusions. Understanding involves being able to recognize variety among and within cultures. It includes the ability to identify and analyze anomalies, conflicts, and contradictions. It implies an ability to engage in comparative thinking. Deep understanding involves the ability to recognize the social, political, and economic contexts within which culture is expressed. A person who deeply understands a perspective or a problem is able to think about it both empathetically and critically. To deeply understand is to grasp the implications of what one knows and to relate to it empathetically.

Knowledge and Skills

Knowledge and skills refer to information and communication tools needed to connect peoples, places, and cultures. Knowledge may include historical or scientific information. To attain such knowledge, students must develop skills in listening, observing, interviewing, writing, and so forth. Skills refer to ways of organizing information and data by using words, art, mathematics, or scientific symbol systems. Skills include foreign language, music, computer literacy, and vocational abilities used in global or cross-cultural contexts. Knowledge and skills make it possible to achieve a deeper understanding.

Cultural Participation

Cultural participation refers to interaction with people from a variety of cultures. It may involve work abroad or in neighborhood centers, places of worship, or other geographic regions of the United States. Cultural participation at its best assumes a level of proficiency in a spoken or written language used by the persons with whom one is living and working. Cultural participation may include civic action, political action, humanitarian aid, art performance, art appreciation, study exchange, internships, or research or employment abroad. One of the most powerful examples of cultural participation is work that connects usually separated ethnic, racial, socioeconomic, political, religious, or national groups of people.

Empathy

In its simplest sense, empathy means caring. It entails building trust and mutual understanding. Building trust requires a willingness to listen carefully to another person with a sincere desire to hear his or her experiences, perspectives, values, and beliefs, whether these are different from or similar to one's own. An empathetic person can gain a sense of another's positions and feelings. Thus, being able to empathize makes it possible to begin to communicate and participate across and within new cultures.

When Do Students Become Globally Competent?

Global competencies do not sprout in grade 1 and bloom by grade 12. Instead, they are lifelong achievements that result from formal and informal education in childhood and accumulate throughout one's life. Neither are the four competencies linear. The student enters into a learning experience at any point and grows from there. This growth process continues throughout an individual's lifetime.

Figure 2.2 summarizes these ideas. How do they look in the classroom, however?

An Example of International Education in the Classroom

In *Sin Fronteras* and *Viva, Brazil!* (see Chapter 6, "Viewing International Education in Wisconsin"), two model projects that brought the arts and cultures of Brazil and Mesoamerica to Madison city schools, upper elementary school students researched the history and geography of Latin America (inquiry) and tackled issues of poverty, class, and race. For example, students made connections between problems facing Brazil's street children and Madison's homeless students (dialogue). Students tried *capoiera* martial arts; performed music and dance from the African diaspora, Central America, and Mexico; and made floats and costumes for a carnival-style parade (action). They used inquiry skills to research and create museum exhibits. They engaged in dialogue with their teachers; museum curators, university professors; and visiting artists, musicians, and anthropologists from the Americas as well as with classmates, students in neighboring schools, and pen pals in Brazil and Mexico. They tried a little Portuguese and Spanish through songs they sang and phrases they learned (world languages). They exchanged videos with Brazilian children (dialogue). Their participation included performances on the

Why study international education?

To thrive in an increasingly interdependent world, students must achieve a high level of global competencies. International education develops these competencies by exploring **global cultures**, and making **global connections**, to tackle the **global challenges** facing people and our planet.

International Education Overview

What are the goals of international education?

Deep Understanding

- Recognizing how contexts influence meanings
- Suspending judgments
- Appreciating one's own and other cultures

Knowledge and Skills

- Investigating people, places, processes
- Acquiring computer literacy
- Developing language proficiency

Cultural Participation

- Crossing real and metaphorical borders
- Traveling, studying, working and volunteering, in the U.S. and abroad
- Practicing cross-cultural skills

Empathy

- Identifying with another person and caring about his or her well-being
- Building trust and understanding
- Acknowledging other perspectives and recognizing one's own cultural biases

How do we integrate international education?

Inquiry — Asking questions, gathering data, searching for variety, comparing and contrasting, analyzing, evaluating, exploring, developing critical-thinking skills
Action — Corresponding with a pen pal, hosting an exchange student, doing a service learning project, traveling for the purpose of study, taking an action-based position
Dialogue — Connecting with one or others, stating a position, considering different perspectives, identifying differences, creating agreements, broadening areas of acceptance
World languages — Learning another spoken language, learning an art or skill such as music or dance to communicate across borders

FIGURE 2.2 **International Education Overview**

same stage as resident musicians and explanations of their finished museum exhibitions on-site at the Madison Children's Museum (action).

From all of these activities, conducted over a two-year period, emerged specific skills and knowledge (geographic literacy, historical awareness, technical skill in music and dance, exploration of Portuguese, and techniques to create a museum exhibition). Through cultural participation (after-school *capoiera* clubs, Spanish classes, trips to the museum to critically view exhibitions), teachers hoped that their young students attained deep understanding and empathy for their contemporaries in Latin America.

Are these elementary children globally competent? Our model would suggest that the answer is a definite *¡Sí!* Their experiences, all multidisciplinary, integrated, and experiential, render them more open, curious, and respectful of Latin cultures. When meeting others from South America, when traveling to Mexico (if they have such opportunities), or simply when encountering new Hispanic-American students coming to their classrooms, they will demonstrate competencies not possessed by students who did not have the same experiences. They can apply what they learned to diverse areas of their school curriculum—choreography, music, visual arts, international exchange, and social issues.

Hmong-American students in Milwaukee share their traditional costumes and culture. (Lloyd St.)

The Price of Not Teaching Globally

If our schools do not give children global competencies, we pay a high price.

Joseph Mestenhauser and colleagues Yelene Yershova and Joan DeJaeghere at the University of Minnesota have postulated that deep cultural experiences actually enable people to think in a more complex manner than those who lack such experiences.

To function in an intercultural setting, Mestenhauser and his colleagues say, people need to have three ways of thinking. They call these *intercultural competence, critical thinking skills,* and *the ability to do comparative thinking* (Yershova, DeJaeghere, and Mestenhauser 2000). Each of these ways of thinking, in turn, is influenced by the person's own culture. Functioning in other cultures is a tremendously complex process, requiring knowledge, skills, and creative action. Many bicultural children in our schools, sometimes termed "minority" or "at-risk" students, are in fact highly adroit at functioning well in two or more cultures and have mastered intricate bilingual and bicultural skills.

Ironically, they may already possess more global competencies than some of the adults around them.

Wisconsin schools each year are enrolling increasing number of bi- and multicultural children. Because schools are not equipped or staffed to value multicultural diversity, many of these children actually learn to devalue their own heritage language or become ashamed of their home culture. They remain unaware of, and unpraised for, the adroit ways in which they negotiate their home and school cultures to be accepted, admired, and loved.

Skills of observation, comparing, contrasting, reflecting, and "code switching" are invaluable not only for bicultural students but for all children. Critical, comparative, and intercultural cognitive skills enable children to solve problems, make decisions, and persuade others about their experiences and esteem. These skills enable them to negotiate in more than one environment and develop invaluable processing skills.

U.S. children live in the same world with billions of children who speak two and three languages and who function biculturally as members of diverse populations. Without a new approach to curriculum U.S. students may find themselves not only with inadequate and cultural competencies but also lacking even in essential cognitive skills.

How Do We Incorporate International Education into Our Schools?

If international education is essential for U.S. students, we must look not only to teachers and administrators but also to school boards, parents, teachers' unions, teacher-training institutions, businesses, and communities. Each has a role.

Academic standards refer to what students should know and be able to do. By contrast, program standards refer to the role of communities that surround schools in providing them with staff, materials, equipment, finances, and attitudes necessary to achieve classroom goals outlined in the academic standards.

Table 2.1 presents program standards for international education, nine components that need support and development if our students will achieve global competencies in the new century. They are developed in detail in Chapter 5, "Building International Education Programs in Our Schools."

TABLE 2.1 **Programing Standards for International Education Programs**

- **A. World Class Curriculum**
  Internationalized curriculum—multicultural, cross-cultural, and global activities and perspectives integrated into every subject area. Knowledge of best practices in other countries. Opportunities to study one culture or one issue in depth and over a sustained period.
- **B. Comprehensive World Language Programs**
  Opportunities for all students to study a language other than English for six years, with programs beginning in elementary grades.
- **C. Enriched Environments for Learning**
  Extracurricular, community, and summer programs to supplement traditional curriculum and more attention to the environment of the school as a context for learning.
- **D. Opportunities for International Travel and Exchange**
  Student and teacher opportunities to cross both multicultural and national borders to explore other cultures and focus on sustained immersion experiences.
- **E. Globally and Multiculturally Trained Teachers**
  Attention to giving teachers skills and immersion experiences that will help them change and enhance their teaching practices.
- **F. Outreach to Multicultural Communities**
  Use of multicultural communities and neighborhoods in the state as a learning resource.
- **G. Culturally Diverse Staff**
  Opportunities for students to learn from teachers from other cultures and countries, and for staff to learn from one another. Enrichment of classroom learning by international guests and community members with global perspectives and experiences.
- **H. Investment in International and Multicultural Resources**
  Focus on budgets, fund-raising, and school-business partnerships to provide opportunities and resources for learning materials, exchange opportunities, and staff development.
- **I. Global Connections through Technology**
  Computer literacy for the retrieval of international and global resources and for international communication. Opportunities enabled by multiple technologies for collaboration with students or teachers in other parts of the world.

All the program standards promote sustained, experiential, and participatory learning directed toward engagement with particular places, cultures, regions, or issues of the world.

International Education and Academic Standards

Wisconsin educators worked in the late 1990s to develop model academic standards in 18 subject areas. Each of the subject areas includes standards designed to build global competencies in students.

In Chapter 4, "Connecting International Education to the Standards," many of these subject area standards are outlined, with suggestions for global themes, activities, and collaborations. Educators wishing to develop a stronger global focus have highlighted commonalities within these different subject areas. By focusing on global challenges, global cultures, and global connections, the complex task of developing global competencies is broken into specific activities and goals.

For these guidelines we owe a tremendous debt to H. Thomas Collins, Frederick R. Czarra, and Andrew F. Smith, whose collaboration, published in the September 1998 issue of *Social Education: The Official Journal of the National Council for the Social Studies*, greatly influenced our work on this guide. We have used their objectives as the foundation for Wisconsin's connections to standards, editing them for brevity and expanding them to include Wisconsin's emphasis on world languages. Quoted passages are from the original article. We recommend that teachers read their thoughtful article in its entirety, available on the American Forum Web site, http://www.globaled.org, or on the National Council for the Social Studies Web site, http://www.ncss.org.

Guidelines for International Education: Challenges, Cultures, and Connections

Objectives for Inquiry

I. Global Challenges

1. **Students will know and understand that global challenges, issues, and problems exist and affect their lives.** "If we expect today's students—tomorrow's leaders and voters—to make intelligent decisions in the marketplace and at the ballot box, they must have a degree of literacy regarding the global problems, issues, concerns, and trends that increasingly impact their lives."
2. **Students will investigate at least one global challenge in depth and over time.** "When studying any complex issue, a little knowledge can be a dangerous thing. Students may be left with the false impression that they have somehow become experts without expending the time and effort that genuine expertise necessitates. Schools may inadvertently contribute to this condition when they insist on coverage rather than depth. The serious study of any global issue requires time and depth."
3. **Students will understand that global challenges are interrelated, complex, and changing and that most local issues have a global dimension.**
4. **Students will be aware that their information about most global challenges is incomplete and that they need to continue to seek information about how challenges are formed and influenced.** "Global education is a lifelong process. New global issues will emerge in the future, and new insights into current global challenges will be generated. Parents, peer groups, the media, and public and private interest groups influence opinions and attitudes about international topics." Students need skills to access, analyze, and evaluate new information, including skills to judge the reliability of and biases inherent in various sources of information.

II. Global Cultures

5. **Students will develop a broad understanding of major geographic and cultural areas of the world and challenges and issues that unite and divide them.**
6. **Students will understand that there are universals connecting all cultures.** "Universals are the ideas that unite us as humans."
7. **Students will understand that members of different cultures view the world in different ways.** "Within cultures, diversity may be affected by factors such as race, class, or religion."

8. **Students will understand that individuals may identify with more than one culture and thus have multiple loyalties.** "Family life, education, and friends and fellow workers shape our worldview and give each of us different sets of values and beliefs."
9. **Students will understand that cultures change.** "All cultures have histories, present perspectives, and future orientations. Students should know that cultures are always undergoing change. Twenty-first-century changes include technology, migration, and urbanization."

III. Global Connections

10. **Students will identify and describe how they, as U.S. citizens, are connected with other parts of the world historically, politically, economically, technologically, socially, artistically, and ecologically.**
11. **Students will understand that global interconnections are not necessarily benign; they have both positive and negative consequences in the United States and elsewhere.** "Global connections enhance our lives, and they also may create serious problems."
12. **Students will understand the United States' role in international policies and international relations, particularly since World War II.** "What we do or do not do affects the lives of people around the world."

Nigerian girls go house-to-house, selling food items to women of Basawa village. (Jeanne Tabachnick)

Objectives for Action

I. Global Challenges

13. **Students will approach global issues, problems, and challenges with neither undue optimism nor unwarranted pessimism.** The study of any global issue can be stressful, fearful, depressing, or overwhelming, particularly for younger students. Teachers need to select topics and materials within the maturity level of students.
14. **Students will develop a sense of efficacy and civic responsibility by identifying specific ways that they can make some contribution to the resolution of a global issue or challenge.** Schools have as a primary goal to foster effective civic action and responsible citizens. Despite the complexity of global issues, students can contribute in small, positive ways to their amelioration.
15. **Students will participate in events that help them understand complex global problems in a way that they can comprehend and influence.** Examples might be Model United Nations, Internet simulations, field trips to government and cultural sites, or fund-raising or service learning activities.

II. Global Cultures

16. **Students will appropriately tolerate cultural diversity.** Students will help develop skills in art and music and participate in clubs, forums, and special events that demonstrate and strengthen respect for diversity in their school.
17. **Students will seek to meet and communicate with people from other cultures.** Students should have multiple opportunities to learn about other cultures in both their own communities and the larger world, including class visitors, speaker programs, exchange programs, and class-to-class or sister school partnerships. "Components of cultural respect include an eagerness to learn, a desire to make connections, and a readiness to give as well as receive."
18. **Students will demonstrate an appreciation of universal human rights.** "Students should understand that there are times when the values of individual cultures and politics will conflict with universal human rights. Students should discuss these conflicts and be prepared to defend basic human rights."
19. **Students will move outside the classroom to participate in cultural, arts, and folk arts activities in authentic settings.** They will have opportunities to create art and share images.

III. Global Connections: U.S. and the World

20. **Students will value participation in the democratic process.** "Citizens participate by speaking, voting, lobbying, and contributing to campaigns or causes. Each of these forms of participation has an international dimension, and each affects international issues."
21. **Students will tolerate ambiguity.** "Most global issues will not be resolved soon. Having some tolerance for the ambiguities of the complex world is helpful."

22. **Students will read newspapers, magazines, and books; listen to radio and television programs that relate to intercultural and international topics; and acquire skills in the new technologies that allow them to communicate over vast distances.**

23. **Students may participate in civic or political action, humanitarian aid, service learning, internships, or research to make deep and lasting connections with persons of other countries and cultures.** "Because citizens learn the majority of their information about the world from the press and mass media, students need to understand the strengths and weaknesses of these information sources. Students should be encouraged to actively respond to these "one-way" communications by discussion programs with peers and family and by writing letters to the editorial staff of newspaper and electronic media."

Objectives for Dialogue

I. Global Challenges

24. **Students will learn the techniques of studying about global issues, problems, and challenges.** "The study of any global problem or issue requires time and depth. Having students learn *how to learn* about global problems and issues may be as important as learning about any single issue."

25. **Students will develop informational, geographical, and visual literacy about global issues and challenges.** "In an overrich data environment, we need to help students develop criteria for discriminating, evaluating, selecting, and responding to useful and relevant data."

26. **Students will develop the ability to suspend judgment when confronted with new data or opinions that do not coincide with their present understandings or feelings.** "Global problems often reflect strongly held divergent views. Students must learn to respect perspectives and opinions different from their own, while maintaining their own right to respectfully disagree."

27. **Students will learn skills to discuss, disagree, and debate emotionally charged issues without resorting to shouting or violence.** Events in history have left a preponderance of emotionally charged rhetoric and impassioned feelings. To be an effective global citizen, students need to learn and practice techniques to handle their own feelings, to participate in debate that has a reasoned yet impassioned impact, and that leads to avenues of action and continued discussion rather than to violence.

II. Global Cultures

28. **Students will examine the common and diverse traits of other cultures to better see and understand their own culture.** This is the first step toward the skill of working with others who have different points of view.

29. **Students will compare and contrast diverse cultural points of view and try to understand them.**
30. **Students will be able to state a concern, position, or value from another culture without distorting it, in a way that would satisfy a member of that culture.** This technique is a key communication skill. Listening to or stating another point of view does not mean that students agree with it. Students should also develop the ability to critique views they disagree with.

III. Global Connections

31. **Students will recognize, analyze, and evaluate major events and trends in American and world history and examine how these events and trends connect to their local communities and the United States today.** "Our lives today are defined by actions others have taken in the past. Usually, United States and world history are taught as discrete courses, but the walls between these subjects are artificial. United States history should be taught in a global perspective, and world history should include connections with the United States."
32. **Students will recognize, analyze, and evaluate interconnections of local and regional issues with global challenges and issues.** "Global issues do not arise from some faraway place to affect our local communities. Students should be able to recognize, analyze, and evaluate how local communities contribute to or help resolve global issues."
33. **Students will recognize, analyze, and evaluate the interconnections between their lives and global issues.** "Students should be able to make the link between their daily actions and how those actions—or inactions—influence global phenomena."
34. **Students will generate alternative projections for the future and weigh potential future scenarios.** "The future depends upon actions individuals take. Often, the effects of these actions will be delayed for years. Students need to know and understand that their own action—or lack of action—can make a difference to the future."

Objectives for World Languages

I. Global Challenges

35. **Students will develop proficiency in a language other than English.**
36. **Students will learn a second language and will have opportunities to investigate and discuss a variety of topics and school subjects through this second language.** Communication enables us to talk about "something." Whether current events, in-class activities, or events after school, the second language should promote discourse in a meaningful, realistic context. Even at beginning levels, teachers in immersion and FLES programs use the second language to teach vocabulary and concepts in health, music, art, and mathematics that generalize to and benefit the children in their first-language classrooms.
37. **Students will begin world languages early,** aim for learning se-

quences of six or more years, and/or participate in in-depth immersion experiences during briefer periods (e.g., summer). Students and parents need to be aware that proficiency often takes at least six years of classroom language study, in combination with immersion and travel experiences.

38. **Students will develop skills in information technologies and media literacy to communicate across cultural barriers and physical distances.** In an information age, students must have skills to evaluate and create media products coming from a vast array of sources.

II. Global Cultures

39. **Students will know and understand at least one other culture in addition to their own.** "Students should study at least one culture in depth and from many different points of view."

40. **Students will develop proficiency in one art form (music, dance, theater, folk art, or visual or design art) to enhance communication across spoken language barriers.** The arts are powerful communicators and become profound, lasting symbols of a culture. Where vocabulary doesn't stretch, words fail, or customs are misunderstood, a dance, song, orchestral performance, or painting may communicate with depth and eloquence.

41. **Students will maintain and build upon heritage languages learned from their families.** There is little use in providing funding, teacher and student education, and efforts to build foreign languages in some children while ignoring, denying credit to, or minimizing the fluency of others.

42. **Students will participate in learning activities that enhance empathy.** Empathy helps students recognize the common humanity in their peers and the common goals in their struggles.

43. **Students will study body language, gestures, sign language, movement, arts, and sports in other cultures to become attuned to different means of communicating.** The body is a powerful tool of communication. A recognition of and fascination with human movement connects people who might share otherwise diverse languages, beliefs, and values.

III. Global Connections

44. **Students will have opportunities to write to, exchange curriculum projects with, and meet and work alongside students** who are native speakers of the target language they are studying.

45. **Students will have for-credit opportunities to study languages** through travel, student exchanges, electronic interconnections, and arts and sports exchanges.

Table 2.2 summarizes these guidelines for international education. Unlike the tables in Chapter 4, which are presented as distinctly different subjects, such as science, mathematics, and music, and for different grade levels, the guidelines in Table 2.2 present goals that flow across subject and grades and integrate an approach to learning.

TABLE 2.2 **Summary of Guidelines for International Education: Challenges, Cultures, and Connections**

International education uses inquiry, action, dialogue, and world languages to help students attain global competencies in an interdependent society.

	Inquiry	**Action**
Global Challenges	Students will understand that global challenges not only exist but also deeply affect their lives. Students will investigate at least one global challenge in depth and over time. Students will understand that global challenges are interrelated, complex, and changing and that most local issues have a global dimension. Students will be aware that information about most global challenges is incomplete and that they need to continue to seek facts.	Students will approach global issues, problems, and challenges with neither undue optimism nor unwarranted pessimism. Students will develop a sense of efficacy and civic responsibility by identifying specific ways that they can make some contribution to the resolution of a global issue or challenge. Students will participate in events that help them understand complex global problems in a way that they can comprehend and influence.
	Inquiry	**Action**
Global Cultures	Students will develop a broad understanding of major geographic and cultural areas of the world. Students will understand that there are universals connecting all cultures. Students will understand that members of different cultures view the world in different ways. Students will understand that individuals may identify with more than one culture and thus have multiple loyalties. Students will understand that cultures change.	Students will appropriately tolerate cultural diversity. Students will seek to meet and communicate with people from other cultures. Students will demonstrate an appreciation of universal human rights. Students will move outside the classroom to participate in cultural, arts, and folk arts activities in authentic settings.
	Inquiry	**Action**
Global Connections	Students will identify and describe how they, as U.S. citizens, are connected with other parts of the world historically, politically, economically, technologically, socially, artistically, and ecologically. Students will understand that global interconnections are not necessarily benign; they have both positive and negative consequences in the United States and elsewhere. Students will understand the United States' role in international policies and international relations, particularly since World War II.	Students will value participation in the democratic process. Students will tolerate ambiguity. Students will read newspapers, magazines, and books; listen to radio and television programs that relate to intercultural and international topics; and acquire skills in the new technologies that allow them to communicate over vast distances. Students may participate in civic or political action, humanitarian aid, service learning, internships, or research to make deep and lasting connections with persons of other countries and cultures.

From Collins, Czarra, and Smith 1998, pp. 311–14.

Dialogue

Students will learn techniques of studying about global issues, problems, and challenges.

Students will develop informational, geographical, and visual literacy about global issues and challenges.

Students will develop the ability to suspend judgment when confronted with new data or opinions that do not coincide with their present understandings or feelings.

Students will learn skills to discuss, disagree, and debate emotionally charged issues without resorting to shouting or violence.

World Languages

Students will develop proficiency in a language other than English.

Students will learn a second language and will have opportunities to investigate and discuss a variety of topics and school subjects through this second language.

Students will begin world languages early and aim for learning sequences of six or more years and/or in-depth immersion experiences.

Students will develop skills in media literacy to communicate across cultural barriers and physical distances.

Dialogue

Students will examine the common and diverse traits of other cultures.

Students will compare and contrast diverse cultural points of view, gaining new insights on their own culture.

Students will be able to state a concern, position, or value from another culture without distorting it, in a way that would satisfy a member of that culture.

World Languages

Students will know and understand at least one other culture in addition to their own.

Students will try to maintain and build upon heritage languages learned from their families. Students will participate in learning activities that enhance empathy.

Students will study body language, gestures, sign language, movement, arts, and sports in other cultures to become attuned to culturally appropriate ways of communicating.

Dialogue

Students will recognize, analyze, and evaluate major events and trends in American and world history and examine how these events and trends connect to their local communities and the United States today.

Students will recognize, analyze, and evaluate interconnections of local and regional issues with global challenges and issues.

Students will recognize, analyze, and evaluate the interconnections between their lives and global issues.

Students will generate alternative projections for the future and weigh potential future scenarios.

World Languages

Students will develop proficiency in one art form (music, dance, theater, folk art, or visual or design arts) to enhance communication across spoken language barriers.

Students will have opportunities to write to, exchange curriculum projects with, and meet and work alongside students who are native speakers of the target language they are studying.

Students will have for-credit opportunities to study languages and arts through travel, student exchanges, and electronic technologies.

Chapter Summary

The goal of international education is to create globally competent citizens capable of living, working, and reaching out in humanitarian ways to one another, across and despite ethnic, political, and cultural boundaries.

In the schools, educators reach consensus on guidelines to enlarge a global vision, while outside the school, diverse organizations and communities play a role in supporting, challenging, and modifying this vision.

In the next chapter, "Teaching International Education," teachers share strategies they've found effective in enlarging the boundaries of their classrooms.

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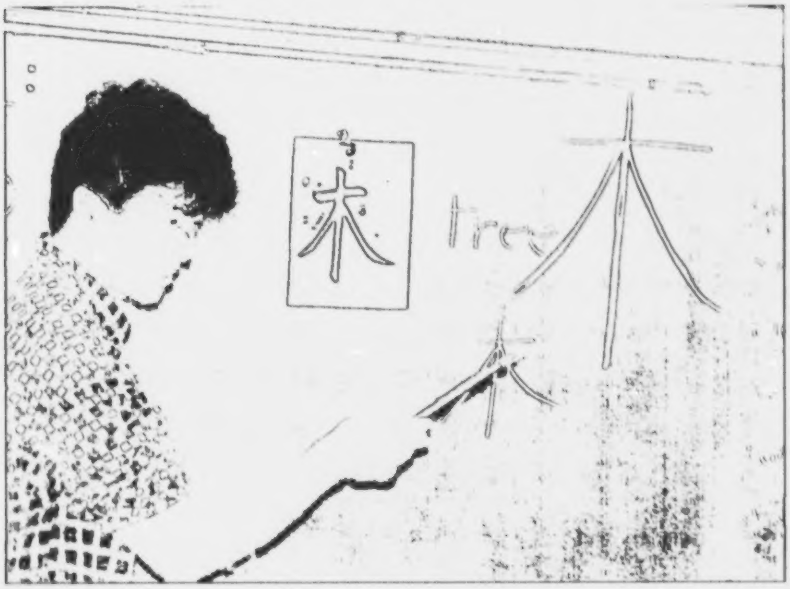
Yershova, Yelena, Joan DeJaeghere, and Josef Mestenhauser. 2000. "Thinking Not as Usual: Adding the Intercultural Perspective." *Journal of Studies in International Education*, 4(1): 39–78.

Teaching International Education

3

Strategies and Checklists



A visiting teacher from Japan teaches calligraphy to elementary school students. (Lloyd St.)

How Do We "Teach" Internationally?

Just as there are many ways to travel, so are there many ways to teach international education. Cultural inquiry, dialogue, action, and instruction in world languages happen in specific settings (Figure 3.1). This chapter contains contributions showing a variety of ways that seasoned educators bring the world to their students. Global classrooms can be distinguished along a continuum of emphasis. For educators, moving along this continuum becomes a journey in professional development and philosophical growth.

Beginning with first steps, veteran teacher educator Robert Tabachnick shows how to bring a global perspective into the classroom. International educators Carol LeBreck and Judy Freund show how experienced teachers can use a rich array of strategies in the global classroom, and they work through a four-step process to internationalize an already existing unit.

Before teaching culture, however, a teacher must first be aware of herself as a cultural being. Anthropologist-educators Rosemary Henze and Mary Hauser delineate ways that teachers can become aware of their own expressions of cultural values and norms. As an invaluable teaching strategy, they show how teachers can explore the cultures of their own students.

Over and over again, global teachers mentioned their use of high-quality materials, global issues discussions, and outside guests as excellent instructional tools. The International Education Task Force members developed

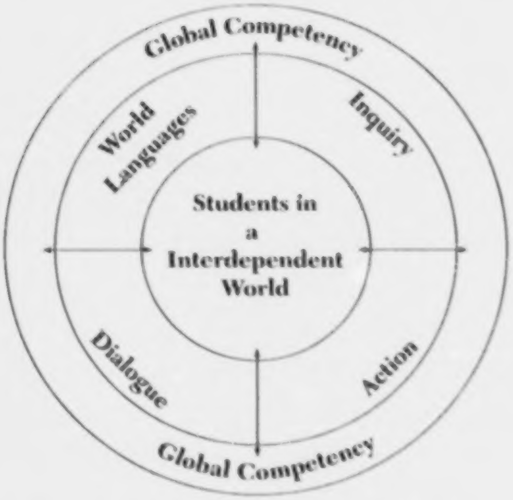


FIGURE 3.1 **Instructional strategies for international education.** International education uses world languages, inquiry, action, and dialogue to help students attain global competency in an interdependent society.

guidelines in these three areas. Historian Renée Tantala shows how books can help or hinder students in forming an understanding of faraway places, while international studies educator Rebecca Reimbold shares tips for creating fairness and balance in school settings. International programs director Sharon Durtka details ground rules that Milwaukee teachers use to bring a diverse array of guests into their classrooms.

Finally, the task force asserted the need for both students and teachers to learn through actual education-based travel exchanges. The final section of this chapter contains guidelines for students and teachers who travel abroad.

Tourist, Traveler, Global Citizen

To travel, one must first want or need to go somewhere; then one must decide when and how to go; take a map; have a (sometimes) fascinating, (sometimes) life-changing experience; and return home, hopefully desirous of returning for another visit or traveling to other places. From these trips, one becomes an experienced traveler, not only going places but also reciprocating hospitality at home. There are many tales of travelers who take off and don't or can't return. Far from well-trod routes, they may find themselves without a map, needing to create new ones. If they are away long enough, they may become dual citizens, perhaps creating new paths between the old home and the new. By choice or by circumstance, they may even become global citizens, seemingly comfortable in crossing and recrossing boundaries of language, customs, and work that effectively separate others.

The teacher likewise can be a tourist, a traveler, or a citizen,[1] and the teacher's students go with her as together they create a tourist classroom, a traveling classroom, or a global classroom (see Table 3.1).

A journey is a person in itself; no two are alike. And all plans, safeguards, policies, and coercion are fruitless. We find after years of struggle that we do not take a trip; a trip takes us.

—John Steinbeck, 1902–1968, American novelist.

TABLE 3.1 **Tourist, Traveler, Global Citizen**

Tourist	Traveler	Global Citizen
The tourist stays for a short time, usually just passing through.	The traveler is curious, likes to explore, and often seeks adventure. Her path sometimes veers from the original plan.	The citizen feels at home in more than one country or culture. He is able to use different ways of communicating across barriers of language, interest, gender, religion, or skin color.
He samples foods and festivals, attracted to the exotic, to differences.	She ventures inside the homes of others, tries to discover the way they work, worship, and worry. She is delighted in commonalities as well as differences.	The citizen returns often to countries he's visited, each time learning more and deepening friendships and involvement.
Like a turtle, he may carry his house on his back, staying at places where he's most comfortable, eating foods with which he is already familiar. He keeps himself slightly removed, whether behind a bus, a camera, or his own luggage and language. He goes home.	She tries to learn the language, tries her hand at learning a new skill. Back at home, her lifestyle expands to incorporate new friends, customs, and concerns.	The citizen comprehends that the world's problems and solutions have interconnecting parts, and that he may contribute to both.
The Tourist Classroom	**The Traveling Classroom**	**The Global Classroom**
The tourist classroom samples foods, hosts festivals, and studies about famous people of other countries.	The traveling classroom studies history, geography, economics, politics, and arts of another culture.	The global classroom studies a culture or issue in depth, focusing on complexities and contradictions.
Students focus on the unfamiliar, the exotic, and the differences between others and themselves.	The classroom invites in international teachers and cultural guests. The class travels, by fax, e-mail, or short visits, to the place itself.	Students work on collaborative projects with classrooms abroad and in other schools.
After a quick foray, they return to their regular curriculum.	The traveling classroom takes longer journeys, because questions lead to more questions, acquaintances bring more acquaintances.	The classroom exists in a school that practices skills for democracy and citizenship, including service learning.
The teacher is the tour guide.	Students are engaged in language study and know that achieving proficiency takes many years.	Students communicate through world languages they are learning, through the arts, and via new technologies.
	The teacher is a fellow explorer who brings learning skills and experience to the shared journey.	The teacher, with students, participates in inquiry, dialogue, and action. He creates opportunities for students to experience multiple perspectives.

By no means is the metaphor linear. Elementary classrooms are not implied as being tourist classrooms, with only high school classrooms capable of being global classrooms. To the contrary, we observed the greatest number of global classrooms at the elementary level.

Nor is being a tourist classroom a bad thing. Many world travelers began as tourists with short ventures that opened doors and whetted their curiosity for more.

The metaphor does assert, however, that a tourist classroom is not the goal of international education; it is a point along a continuum. When issues, countries, or cultures become a focus, the individual teacher finds herself at greater or lesser comfort zones and expertise levels. The teacher uses her content area, grade-level expertise, and her ability to ask critical questions to help guide herself and her students as they undertake new journeys.

Exploring Other Cultures: Strategies for Global Classrooms

Scientists teach via experiments; mathematicians teach by probing for solutions; swimming coaches get wet. It is impossible to teach globally and culturally without exploring the globe and investigating cultures oneself.

In the beginning, a teacher may be a tourist, just as in the beginning a person may be a weak swimmer or squeaky violinist. But practicing skills of exploration enables one to teach via exploration.

It is helpful to think about programs that have an international education focus as existing on a continuum (see Table 3.2). At the simplest level, and to the left of the continuum, is the single teacher in a school who uses classroom examples that are international in nature rather than drawn only from Wisconsin, the United States, or a traditional curriculum. At the other end of the continuum are entire schools that have been restructured to include a curriculum integrated around global themes and that have hired multicultural staff with numerous international experiences. The majority of schools are somewhere in between.

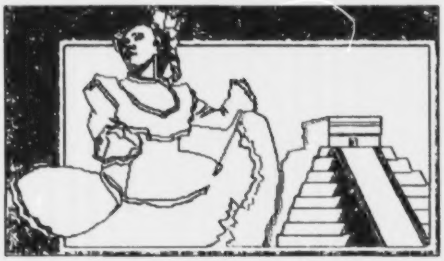
Teachers are encouraged to find their efforts in international education on the continuum, to invite the participation of students, colleagues, administrators, and parents, and to move toward programs that are holistic in nature.

Most teachers have a much stronger international and multicultural experience than they may realize and are already using many strategies of the traveling or global classroom. As teacher Mark Wagler says in this book's introduction, "Making the World Round," "For me, teaching globally isn't a matter of adding things; it is rather a way of rethinking my pedagogical practices."

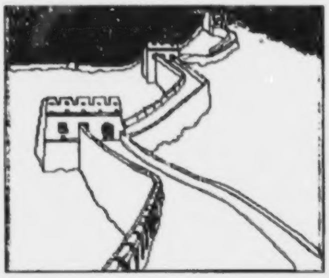
TABLE 3.2 **Continuum for Developing International Dimensions Within the Curriculum**

Curriculum Enrichment →	Curriculum Integration →	School Restructuring →
Addition of an international project to enrich an existing unit of study	Restructuring curriculum to center around global themes, to involve other colleagues and disciplines, and to do collaborations with school in the U.S. and abroad	Centering school around multicultural and international vision; changing policies and practices of staffing, instruction, and outreach
Initiator: One teacher	Initiator: Team of teachers, participating schools	Initiators: Principal and administrative staff, school board, entire teaching staff, and community

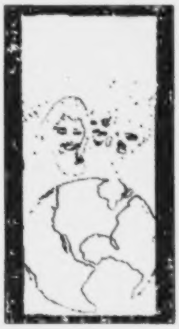
Tourist Classroom



Traveler Classroom



Global School



Strategies of teaching internationally are thus both strategies of the individual teacher (instructional strategies) and those necessitating participation of a wider community (program standards). A single teacher cannot create a global school. However, a single teacher can take her students on many journeys.

Bringing Cultures into the Classroom

How might a teacher begin, in an elementary or middle school classroom? Robert Tabachnick, emeritus professor at University of Wisconsin–Madison and himself a teacher trainer on the continents of the Americas, Africa, Asia, and Europe, encourages teachers to use what he has termed the SEARCH paradigm, summarized in Figure 3.2. Tabachnick points out that teachers usually make global connections to the curriculum via languages, persons, places, or problems.

World languages (foreign languages) are obvious media for connecting globally. Foreign-language teachers have long taught in interdisciplinary, in-

When we observe contemporary society one thing strikes us. We debate but make no progress. Why? Because as peoples we do not yet trust each other.

—Albert Schweitzer, humanitarian, doctor, musician, 1875–1965 tegrated fashion, incorporating a culture's fashions, foods, festivals, politics, poverty indices, and perceptions into daily classroom activities.

Persons offer obvious connectors. Mahatma Gandhi, Wolfgang Amadeus Mozart, Nicholas Copernicus, Napoleon Bonaparte, and Nelson Mandela all have links to countries and events that lead a teacher to maps, music, or movements in history.

A sense of place permeates literature, music, drama, dance, and social studies. Here we make strong links to connect children to a larger world--for example, what is it like to live in Nigeria or Norway, Nagoya or Nogales. Place implies boundary and invites comparison of us and them, here and there, now and then.

Finally, problems link us to global challenges. Global issues cross the curriculum into science, mathematics, agriculture science, family and consumer economics, health, and history. Environmental issues, war and conflict, human rights, planned and unplanned development, international trade, religion and ideology, population growth, race and ethnicity, and technological advances and ethics enter the curriculum as we search for causes, concepts, and solutions.

In every case, international education is more likely to achieve its objectives if there is careful preparation and if the study uses the SEARCH approach to discovering information and acquiring understanding, in Figure 3.2. To prepare a study unit using a global perspective, Tabachnick advises teachers as follows:

- Locate materials that are accessible to your class.
- Collect or establish the location, e.g., school or local libraries, of relevant print material that can be used by different levels of readers in your class.
- Identify people in your school neighborhood who may be useful resources because of recent travel experiences or personal background; arrange for them to visit your class or to have students interview them. Aim for varied points of view or different experiences. (Guidelines for inviting classroom guests appear later in this chapter.)

- ☐ Locate relevant audio and visual materials, Web sites, photos, videotapes, art, and music.
- ☐ Set up E-mail connections with possible contacts. These may be persons abroad (e.g., a scientist in a monarch butterfly site in Costa Rica); a classroom that will do a collaborative study (e.g., one in Milwaukee if you are in a rural area, or one in Scotland). You may need to arrange to supply responses to their questions in exchange for responses to questions from your students. Making connections *before* the study begins reduces wait time, and the disappointment of getting no reply is less likely (see Chapter 7, "Resources for International Education," for E-mail collaborations, such as Intercultural E-mail Classroom Connections, IECC.
- ☐ Think about creating partnership sources whenever you travel abroad or meet with teachers from other schools. Arrange to visit schools whenever possible and talk with other teachers about exchanging E-mails and collaborating on videotapes, student artwork, and written projects.

Preparation of this nature invites collaboration with colleagues and inspires integration of units of study. Good preparation becomes good teaching. Together with students, the teacher now undertakes a SEARCH for knowledge, dialogue, and action (see Figure 3.2).

FIGURE 3.2 **SEARCH Strategy for International Education**

Stimulate interest by adding an international connection.
Elicit questions.
Act to connect student questions to multiple sources.
Reserve judgment about making conclusions from the data.
Create a safe classroom climate for student opinions.
Help students apply what they have learned.

By the SEARCH strategy, Tabachnick expands to help teachers bring cultures into the classroom as follows:

Stimulate interest by adding an international connection to an ongoing study.

- Read, watch a video, or hear a story of an incident or a place.
- Draw out knowledge that students already have, some of which they may not realize they know.

Elicit questions.

- Encourage authentic questions to which no one in the class knows the answers.
- Draw out motivating questions: students are curious or care about the answers.

Act to take student questions to several sources for different kinds of answers.

- Read books and articles that report a writer's experience or knowledge, or read fiction and poetry that captures the feeling of a place or an event.
- Interview neighbors, travelers, and classroom guests. Include as sources both peers and adults, including spokespeople who may have different perspectives, for example, urban/rural, older/younger, Western/Eastern, poorer/richer, girl/boy.
- Connect, if possible, to distant observers and participants via computer E-mail or Web pages.
- Look at photos, videos, and visual images, and listen to songs and music, aiming to "read" each item for the information it conveys that responds to student questions.
- Organize the information, identifying discrepancies, contradictions, and confirmations; represent this organization in writing, in artwork, or using mathematical comparisons, (e.g., tables or charts) or maps.

Reserve judgment about making conclusions from the data.

- ☐ Remind students that one resource or one single person, even several resources or several persons, doesn't tell the whole story; there is probably more to find out.
- ☐ Help students understand that things change. What has happened before may not be happening now; what people report now may change in the future.
- ☐ Keep conclusions tentative in that they are based on incomplete and fragmentary evidence.
- ☐ Explore the possibility that local or national interests influence what people observe and what they come to believe and value.

Create a classroom climate in which it is safe for students to voice their opinions.

- ☐ Discuss the results of the evidence the students collect, and invite alternative explanations and conclusions.
- ☐ Challenge stereotypes by referring to the variety of beliefs, practices, and ways of living within any society. Each classroom itself provides an example of this variety.
- ☐ Humanize the study by drawing analogies to the student's own fears, hopes, and experiences.
- ☐ Practice techniques for dealing fairly with controversial topics (see guidelines for dealing with controversial topics later in this chapter).

Help students use what they have learned.

- ☐ Give students opportunities to illustrate the depths and limitations of their knowledge through essays, artwork, charts, maps, tables, poems, and stories.
- ☐ Refer what they have learned to their own experiences.
- ☐ Validate each student's cultural heritage by affirming cultural components in the lesson and asking students to relate the lesson to their different experiences.
- ☐ Explore possibilities for students to act on what they have learned. Ask them how the lesson applies to the school as a whole, to their family, or to wider communities.

Strategies for the Global Classroom

As one observes the work of teachers in global classrooms, the same approaches appear again and again. Repeating the format of the continuum in Table 3.2, with curriculum packages on one end, and a restructured, global school on the other, strategies for bringing international education into classrooms follow. The list is not exhaustive, and strategies might be combined to create complex and challenging curricula for students.

- **School Restructuring to Develop Multidimensional Citizens:** Schoolwide vision that leads teachers and communities to restructure the curriculum, integrating subjects and involving staff and communities in related programs and projects.
- **Global Content:** Opportunities to integrate global content and international guests into all subject areas and to infuse environmental education, geography education, peace education, and multicultural literature and arts into the curriculum.
- **World Language Skill Building:** Programs that promote teaching of foreign languages, heritage languages of students, and English as a Second Language (ESL).
- **Ethnic Heritage:** Programs that use the ethnic and cultural heritage of student groups in the school as valid curriculum focus for all students and programs that use the diverse cultures and history of the school's neighborhoods as a focus for study. Programs characteristically have strong community ties.
- **Teacher International Study and Exchange:** Professional development opportunities for administrators and teachers that allow them to expand their knowledge of a subject area or world region and allow them to compare practices with colleagues abroad.
- **Student International Study and Exchange:** Programs offering for-credit, yearlong, or summer study abroad opportunities for students, at the elementary, middle school, and high school levels.
- **School-to-School Links:** Programs that encourage meaningful long-term relationships between schools that have wide cultural, ethnic, socioeconomic, or geographical differences in the same country or in different countries.
- **International Collaboration:** Programs that encourage collaborative, curriculum-based projects involving not only students but also teachers and sometimes entire schools. Schools with diverse student composition might be from as far away as another country or from another city or state nearby.

- ☐ **Service Learning:** Student-planned projects connected to the curriculum that allow students to contribute to the solution of a global problem, usually one with local manifestations.
- ☐ **Global Technologies:** Use of multiple technologies and media to explore aspects of culture, and programs that allow students to follow the progress of actual explorers by using E-mail and the Internet.
- ☐ **Simulation Activities:** Programs that allow students to experience a real world event via role-playing.
- ☐ **Global Curriculum Packages:** Predeveloped curriculum available for purchase, subscription, or acquisition from commercial vendors, nonprofit organizations, or nongovernmental organizations (NGOs). Schools usually mold these to fit local resources or student interests. The packages may include many components mentioned above.
- ☐ **Performances, Assemblies and Guests.** Opportunities for community and university resource persons and local and international performers and guests to make classroom appearances, do all-school assemblies, or participate in special school-community events.
- ☐ **In-depth Study:** Projects that encourage students to take time and use multiple resources for in-depth study of one region or global issue.

In scanning the preceding list, it is important to note that a program that incorporates one or more of these approaches can fall anywhere along the continuum in Table 3.2. A visiting teacher from Czechoslovakia, for example, might be invited to a school, present a one-hour program, and leave (curriculum enrichment). By contrast, in another school, a visit by the same Czech teacher might be used as a springboard to develop a thematic, interdisciplinary unit that engages several classes of students for weeks of study and includes contact with his class of students in Eastern Europe. He might be invited back one or two additional times and become a guest at an all-school, community-wide event, featuring a project he has helped students develop (curriculum restructuring).

Process to Internationalize a Unit of Study

How does one infuse international perspectives into the curriculum? The following section takes the reader through a four-step process for using the continuum and discusses best practices to examine an actual project. We chose one popular project, a middle school crane count, which does not currently have a strong international component, and asked questions to move it along the continuum toward becoming a stronger project inclusive of more international components.

TABLE 3.3 **Internationalizing a Curriculum Unit: Crane Count at Meyer Middle School**

Component	**Teacher Brainstorming Questions**
School Restructuring	Do the school mission and policies reflect the need for multicultural education for all students or changing demographics of the school population? How might global environments or environmental education be a centering vision for the school?
Global Content	How does this project relate to biology, technology, drawing, literature, and geography? Where are areas of the world with crane habitats, and over what portion of the earth do cranes migrate? Locate literature, music, and art from these regions. How are bird populations threatened by changing technologies and urban patterns? Are there areas of the world where cranes are an endangered species, and why are they endangered?
World Languages	How could the study of world languages enhance this project? Can students do part of the activity using language skills they are learning in foreign language classes?
Ethnic Heritage	How might the diversity of the student backgrounds and cultures in the classroom add a multicultural focus to this activity? Do cranes exist in their heritage cultures? What are folktales and symbolism of birds from various cultures?
Teacher Exchange	Can travel experiences and materials from visiting exchange students or recent teacher returnees be integrated?
Student Exchange School Links	Can the sister school in Japan do a crane count too (perhaps even the same 30-minute activity) and compare data? Are there schools in different geographical regions of the United States with which we can share data? Can E-mail, videos, letters, photos, or technical drawings be exchanged with these classrooms?
Collaborations	Can the Crane Foundation or Sierra Club connect students to scientists and ornithologists to share data over the Internet? Can students ask questions over the Internet of a scientist working abroad? Can teachers ask questions of colleagues worldwide on an IECC discussion group in order to link classrooms or compare success with similar projects?
Service Learning	Can Sierra Club members come to the school to recognize student work or to share other projects with which they are involved? Can students meet at Crex Meadows again to do other service learning work there? What are local environmental concerns and how do they connect globally?
Global Technologies	How do ornithologists and naturalists use computers and other technology in data gathering? How are satellites used to aid natural scientists? What information is available about cranes, bird-watching, ornithology, or birds in China on the Internet? How might E-mail help the data-gathering process?
Simulations	This project is already a simulation. How can it be enhanced? Can students submit a report for publication in a professional journal? Do community or international school partners have resources that they want to contribute?
Performances and Guests	Can the art, music, dance, drama, or physical education teachers help students create artistic expressions to integrate their study? Can international guests give classroom presentations focusing on wildlife or different concepts of nature?
In-depth Study	What world regions, countries, or time periods are being studied in other classes? Can we link the existence or migration of cranes or environmental connections to these time periods or regions? What are political and economic implications of environmental policy decisions? How is wildlife affected in current world conflicts?

Step 1

Identify a current opportunity that has the potential for infusing international components.

Example: Crane Count at Meyer Middle School

The crane count at Meyer Middle School is a seventh-grade interdisciplinary unit of study that lasts two to four weeks. The program is done in cooperation with the International Crane Foundation, a world-renowned research center headquartered in Baraboo, Wisconsin, and includes volunteers from the local Sierra Club and River Falls community as partners.

For the past several years, the seventh-grade students at Meyer Middle School have served as the coordinators for the Pierce County Crane Count. The students publicize the crane count, held on the last Saturday of April. The students solicit volunteers through the school, community, and local chapter of the Sierra Club. At an orientation meeting, they finalize the schedule, assign observation areas, and specify information and data-collection techniques.

On a typical day of the month-long curriculum, students take a field trip to Crex Meadows, a local nature reserve. The goals of this activity are for students to experience the workday and use the skills required of a professional ornithologist. At the reserve students listen to a naturalist describe birdwatching, sandhill crane habitats, use of field guides, creation of a field journal, and bird identification techniques. Students then find their assigned observation sites in the reserve and practice these skills.

In preparation for the activity students are provided background in using field guides and becoming familiar with area birds and habitats. The various activities develop natural science and environmental skills including recall, application, analysis, synthesis, and evaluation. Several days before the field trip each student spends 30 minutes identifying the birds around his or her home.

Later in class, students list and categorize their data. Students describe the habitats of the environment in which they collected the data and make inferences about habitats and species. On the day of the field trip the seventh-graders compare the information provided by the naturalist with previous information. The day's observations are shared and compared with the group's, and students discuss implications of their results for the crane count.

Students receive feedback on the number and diversity of their observations from the naturalist and from their peers.

For more information about the crane count project contact Jean Ritzinger at jeritz@rfsd.k12.wi.us or at Meyer Middle School, River Falls, WI 54016, (715) 425 1820.

Step 2

Brainstorm ways to enhance potential international dimensions of the unit or activity. First note project strengths, assessing the degree to which the unit already incorporates elements on the continuum. Then brainstorm briefly, finally choosing one or two strategies with good potential (see Table 3.3).

Step 3

Revise the curriculum project, taking into account realities of resources needed, time available, ability level of students involved, and priorities of teachers or organizations available for collaboration. Use planning time and curriculum-development workshops to find and expand links among excellent learning activities.

Examples:

Here are ways different teachers might internationalize the crane project.

- **Personalize the unit** by having each student research, through family interviews, parents, or a family friend's experiences with cranes, bird-watching or natural observations. Use the Internet to visit the homepage of the International Crane Foundation to identify the broad global connections of the foundation's research activities and history.
- **Develop connections with other subjects** and teachers by exploring music that has birds as a theme (*Firebird Suite*), or artwork that features cranes (James Audubon prints, Japanese watercolors, Japanese origami paper folding). Introduce nature art and technical illustrations by asking students to draw a crane, in anatomical detail. In technology education class, scan in a photograph of a crane, add color, make repeated images, and animate it. In movement class, do a pan-

> ***In this era of world wars, in this atomic age, values have changed. We have learned that we are the guests of existence, travelers between two stations. We must discover security within ourselves.***
>
> —Boris Leonidovich Pasternak, 1890–1960, Russian writer (author of Dr. Zhivago)

tomime or make a dance incorporating crane movements. In physical education, invite a tai chi practitioner and try basic movements to comprehend the philosophy of tai chi as a martial art.

☐ **In social studies,** have students map the flight migration patterns of different species of cranes throughout the world, and indicate in which locations and why they are endangered. Have students research cultures where the crane developed as a peace symbol.

☐ **In mathematics class,** have students use graphing techniques, calculate percentages, and use arithmetic and algebra to present their Crex Meadows observation data and extrapolate conclusions.

☐ **Use E-mail, fax, or computer** discussion groups to create a teacher link and student links with one other classroom within or outside the United States on crane migration routes. Classrooms will share data, and students will compare science activities and learn how kids in other places relate to wildlife around them.

☐ **Study East Asia** as a world region, including geography, arts, and diverse cultures. Invite international students or scientists who have worked in an East Asian country to talk about environmental or cultural topics. Give students opportunities to focus in-depth on one particular issue in a specific region.

Step 4

Prioritize and restructure planning and preparation time. Make a timeline to implement various ideas. Find ways to involve other interested and willing staff members in curriculum integration.

Strategies for Exploring the Cultures of Students

No matter what strategy they choose, teachers must always be aware that they themselves are cultural beings. To engage in cultural study, it is necessary for teachers to be able to become aware and reflective of how their own teaching reflects attitudes and customs. In the words of educators and anthropologists Rosemary Henze and Mary Hauser (1999, 8), "Focusing only on the other can make educators forget that they are themselves cultural beings whose culture influences what they do in the classroom and how they perceive students. No one is culture-less."

Henze and Hauser also emphasize that teachers need to examine their own instruction within a cultural framework, asking questions like "Who is participating and who is not participating in my classroom? How do I structure learning? Do I, for instance, value quick answers over thoughtful, slower ones? Do I know about and validate 'home knowledge' or only 'school knowledge'?"

To focus on the culture of students, teachers must create classrooms of trust. To explore cultures, the teacher must become a learner. Henze and Hauser list a number of ways that the classroom can become a place of cultural exploration. Their strategies are based on the assumptions of the Funds of Knowledge project (González 1995, 3–6).

1. All students are capable learners.
2. School knowledge, which often is very different from home knowledge, is given precedence and status in the classroom.
3. Homes of all students, including those from second-language, minority, or so-called "at-risk" environments, are full of rich resources that may be different from what teachers commonly think of as academically enriching experiences. Every home possesses academically valid knowledge that can be utilized to benefit all children in the classroom.
4. When teachers enter their students' homes as global visitors, they take what they have learned back to their classrooms to become essential pieces of the curriculum.

I hate a room without an open suitcase … it seems so permanent.

– Zelda Fitzgerald, 1900–1947, American author

Some of the strategies cited by Henze and Hauser (1999) to help incorporate the culture of students into the classroom include the following:

Home and Neighborhood Visits

The teacher is the learner in the visit, and the child and the family are the experts who share daily cultural practices. Visits help teachers see that children are active participants in the activities of the home and neighborhood, not passive bystanders. Teachers can share such activities as riding the bus, shopping in the stores, attending church, attending community celebrations, spending time in the parks, or observing planting in the gardens.

Family Interviews

Sensitively asking questions about family customs provides a wonderful way for teachers to gather new curriculum materials. Those interviewed tell their stories from their personal perspectives. The teacher asks such open-ended questions as the following:

- ☐ What kinds of things happen in this neighborhood (or family) on a regular basis?
- ☐ Who are the most influential people in the neighborhood, and why do you feel they are influential?
- ☐ Who else can tell me more about this neighborhood?

Community Mapping

Mapping activities allow teachers to ask students to draw maps of their neighborhoods and then compare them. Students discuss favorite places, places they avoid or are afraid of, places they go daily, and places they seldom go. To younger children this helps teach concepts of neighborhood, region, city, and county; to the teacher it gives insight into children's daily lives.

Writing and Discussion

Written activities with students in the classroom can probe concepts of culture: "Who are you?" "What is it like to be you?" "What is your favorite family story?" "How did you get your name?"

Visual Explorations of Culture

The teacher gives students cameras or video recorders to photograph their neighborhoods and produce images along a specific theme. Work with art teachers to help children diversify their concept of imagery—for example, maps; signs; photographs; created images such as drawings, murals, and collages; and collected objects from home, church, or neighbors.

Discomfort within neighborhoods, discomfort interviewing strangers, unfamiliarity with another language, awkwardness using a translator, and reluctance to tread over bounds of family privacy are all significant obstacles that make teachers hesitate to engage in this very real curriculum-development activity. Henze and Hauser remind teachers that these feelings stem from our own cultural beliefs and stereotypes. Nonetheless, such inner conflict is an essential part of cultural exploration. It is difficult to become comfortable in another culture without first going through various stages of discomfort. We teachers daily ask and expect students to "take learning risks" and to "respect diversity." Cultural exploration helps us, as teachers, walk in our students' shoes.

Strategies for Dealing with Controversial Issues in the Classroom

When teachers cite reasons for not doing more cultural exploration or teaching, they frequently cite two reasons: lack of deep knowledge of the culture or issue in question and fear of dealing with controversial issues.

This section shares guidelines for the second of these two reasons—dealing with controversial issues in the classroom.

Delving into the realm of international and multicultural education nearly always means confronting controversial issues. Whether dealing with present-day child labor in third world countries or discussing the decision of the United States to enter World War II, multiple perspectives exist, and often, strong feelings get attached to those viewpoints. Some viewpoints about an issue may be uncomfortable or unpopular among students and community members, but awareness of different worldviews and skills with dealing with them is a critical component to a quality education.

Working with controversial issues benefits students as they develop skills such as critical thinking, analyzing bias, and taking a position. They will be better prepared to participate as citizens of their locality, nation, and world. Rather than shy away from the challenge of controversial issues, consider the following suggestions, gleaned from the work of many educators.

Develop an Open Classroom Environment

- Strive for an atmosphere in which students feel safe to express their views and feelings about controversial issues; model the behavior you expect from them.
- Include the students when establishing classroom rules.
- Make it clear that the goal in the classroom is fairness, and regularly evaluate with the students whether this goal is being reached.
- Check to see whether all students are participating.
- Allow students to form their own opinions, and keep a low profile during discussions.

Choose Issues with Meaning for the Students

- Choose age-appropriate issues for your classroom.
- Involve students in the selection of issues.
- Attempt to connect the issues to their daily lives.

Allow Time for In-Depth Study of a Given Issue

- Plan time for researching, discussing, processing, and revising positions on the issue.
- Select balanced materials from a variety of different views, and allow equal time for presentation of these different materials (see "Guidelines for Selecting Books for the Classroom and the Library" later in this chapter).
- Strive to develop perspectives on more than two sides. Complex issues are rarely represented simply by pro and con stances.

Invite Guest Speakers into the Classroom

- ☐ Invite speakers from within the community to emphasize that within any community, a wide range of positions and opinions exist.
- ☐ Select equally strong representatives of different viewpoints.
- ☐ Have speakers come on different days.
- ☐ Give equal time to each speaker.

Include Parents

- ☐ Notify parents when issues may be especially controversial or lead to early misunderstanding. Be sure that the principal knows that the class is dealing with a potentially controversial issue; he or she will be able to address parental concerns with their first contact.
- ☐ Consider having parents participate, or do parent education along with the students.
- ☐ Review classroom ground rules for parents, visitors, and speakers so that all understand the priority of maintaining an open learning environment. Post ground rules so they are not only implicit but also visual.

As the Teacher, Prepare Thoroughly

- ☐ Evaluate your own bias on the issue.
- ☐ Research background information from many sources.
- ☐ Take opportunities to expand your own skills for leading discussions, moderating debate, and briefing guests.
- ☐ Decide whether you will reveal your own opinion on the issue.

Use Good Discussion Techniques

- ☐ Include as many students as possible.
- ☐ Repeat questions students ask and paraphrase key answers to ensure clarity.
- ☐ Encourage diplomatic debate and discourage arguments not supported by sound reasoning and examples.
- ☐ See the articles by Kelly (1989) and by Harwood and Hahn (1990) for excellent tips.
- ☐ For teachers who wish to explore this topic in more depth, refer to *Thoughtful Works* by Alliance for Education in Global and International Studies (1988, 1990), Soley (1996), and Van Rooy (1994).

Practice, Practice, Practice

- ☐ Realize that it will take time for your students and yourself to become proficient at the skills of dealing with and discussing controversial issues.
- ☐ Work with students on ways to analyze the viewpoints of speakers or writers.
- ☐ Have students practice taking a position on issues throughout the year, not just for one unit.

Secure Support for an Issue-Based Curriculum

- Work with school collegues and administrators to build agreement that controversial issues can be part of a healthy learning environment.
- Keep this or a similar statement of fairness or balance on file.
- When classroom issues provoke comment or controversy, review, learn and grow from the process. Do not confuse process with content of the issue at hand.
- Share your successes, failures, doubts, and growth with colleagues, and encourage them to join you in expanding the global learning community within the school.

Stereotypes in International Materials

Strategies for Selecting Books for the Classroom and the Library

Just as some teachers avoid teaching about global issues and cultures because of their fear of dealing with controversy in the classroom, others are self-conscious of their own ignorance of many cultures and peoples.

In reality, as products of our complex histories, we all fall victim to stereotyping. Stereotypes persist in our speech, in our media, and in the multiple imagery that inundates us. We free ourselves of stereotypes only when we become more educated about specific issues and peoples. Helping students and teachers discover, confront, question, explore, and shed stereotypes is one of the goals of international education.

It is impossible for any one teacher, no matter how well educated or well traveled, to be knowledgeable about the world's 9,000 languages and thousands of cultures, as well as past and contemporary life on seven continents. Therefore, fear of using stereotypes and fear of making errors should not prevent any teacher from exploring, with his or her students, areas of the world with which he or she is less familiar. In fact, what distinguishes global teachers is their very willingness to explore, to take risks, and to reach toward unfamiliar issues, places, and people.

Together with students these teachers model curiosity and an enthusiasm in what they discover. In traveling within and outside the classroom, they develop research techniques, cross-cultural skills, and answers that lead to more questions.

One of the most powerful and accessible ways for students to travel is through reading. Stories, poems, drama, travel adventures, books by authors abroad, books about children who live in faraway places, books of photographs, atlases filled with maps, folktales, biographies, and books about scientific discoveries all allow children to cross borders and to experience other ways of seeing and thinking.

As educators we need to select quality books—applying our own critical-thinking skills—and never underestimate the power of a book's words, images, and ideas. In terms of international and multicultural education, the danger is that inaccurate, inauthentic, biased, or stereotyped materials instill misconceptions that influence or inhibit a child's future learning, working, and travel experiences.

A list of stereotypes or offensive terms could never encompass the entire globe's thousands of diverse peoples and cultures. Even trying to make a short list would make one subject to ridicule. However, a teacher can use the information in Table 3.4 as a lantern to direct a beam of light on misconceptions common in international texts. While the examples focus on books, they also apply to most instructional media, including computer software, Internet resources, films, videos and other visual media, classroom games, and so forth.

Detecting bias in teaching materials is a job not only for teachers, curriculum planners, or parents. Students should also share in the detective business. Share guidelines for stereotypes with students, and discuss concerns about bias, both overt and covert, with them. Students can apply what they learn in materials across the curriculum.

The ability to detect bias; omission; and problems of language, illustration, and focus is a valuable tool for students. Skills generalize far beyond the school setting and enable students to begin to view television more critically, to hear speech of peers in a broader context, and to tune in to the multitude of voices and perspectives around them. Indeed, given the enormous number of hours students spend surrounded by a vast sea of media images, advertising logos, computer games, music lyrics, and talk radio, an ability to detect stereotypes and bias may be one of the most important skills they learn in school.

TABLE 3.4 **Common Stereotypes in International Materials**

The Problem	Examples and Comments	Solution
1. Problems of Topic		
Regional and Genre Imbalance Bias of omission	An examination of even a well-stocked school library may reveal many books but few with a focus on the Middle East or Africa, while there are many about European cultures, history, and people. Hmong, Mayan, or American Indian people are represented primarily with "folktales;" there are few stories about contemporary people from such cultures. Folk legends often present a static, quaint, or rural view of traditions.	To balance library or classroom collections, seek out new books. Refer to materials at CCBC (see Table 3.5) and to the wonderful books discussed under the heading "How to Find the Best Books in the World." Prioritize purchasing lists to fill in gaps. What messages are being sent if a culture or a country is rarely encountered in any curriculum materials? What messages are being sent if the student encounters the culture only through folktales? Explain to students that the characters in the legend belong to a past world, or sometimes to an imaginary one.
Broad Labels and Generalizations Generalities invite stereotypes. Books that do not specify a clearly identifiable setting are unsatisfactory.	Books refer to "Africans" as a generic category rather than particular African peoples. Most African countries are ethnically very diverse. Africa is a continent of more than 50 nations, but students need to be reminded that "Africa is not a country" (see Bastian and Parpart 1999). Books about Mexico may reduce Mexico's diverse Indian population to only Aztecs and Mayans. Books may neglect China's numerous ethnic minorities and religions. China has more Muslims than any Middle Eastern country.	Use several books or additional information to convey a sense about the diversity and multiculturalism that exists within countries. Select books that feature "an individual or people whose story takes place in a specific historical and physical setting" (Jenkins and Austin 1987, 1). Point out generalities and simplifications; explain why these are inaccurate or misleading. Then ask students to look for more examples.
Social and Ethnic Diversity Neglected Focus on the exotic	Many materials emphasize "exotic peoples" that do not represent a country's more typical or mainstream ways of life, e.g., the San, Mbuti and Maasai people of East Africa; Amazonian peoples of South America; or Muslim extremists in the Middle East.	Strive to select materials that not only illustrate the diversity of people's lives, but also present a country's major ethnic groups, its politically influential peoples (who may not be demographically dominant), and a sampling of its ethnic minorities. In general, information books have been improving. The better country surveys (e.g., *Botswana in Pictures*, O'Toole 1999) show women and men from diverse social classes, from different ethnic groups, and in both urban and rural settings.

TABLE 3.4 **Common Stereotypes in International Materials *(Continued)***

The Problem	Examples and Comments	Solution
Stereotypes in Environmental Topics Focus on animals	Books that place too much emphasis on wild animals and endangered species in Africa, India, and China distort ecology by omitting the human factor.	Up-to-date books explain that ecologists need the cooperation of people living in or near critical environments and must take their economic well-being into account.
	Presenting Africa as the landscape of wild animals is misleading, as most Africans rarely see any of the animals that American children find so fascinating.	Because a scientific book may not include humans as part of the ecology, use fiction or videos that bring local people back into the picture.
	Africa's lions and elephants, India's tigers, and China's pandas are endangered, but so are the people who encroach on their habitats.	
Fiction with "Colonial" Mind-Sets	Adventure novels for middle and high school students often have exotic, harsh environments that predispose authors to the kind of stereotyping characteristic of the colonial era.	Use young adult or age-appropriate adult fiction by insider authors, available in English mostly from former British colonies (see Bloem 1999; Schwarz 1996; Scutter 1999).
	The daily lives of local people are not explored because the exotic setting dominates the foreground while local cultures recede into the background.	
	Many of these novels convey the idea that indigenous people cannot look out for themselves—that they are incapable of solving local or national problems (see critiques in Maddy and MacCann 1996).	
"Western" Biographies and Heroes	For many international regions, biographies are available for only a limited range of figures—mostly Western explorers, missionaries, humanitarians; or Westernized "transformers" (depicted as saving people from the faults of their own cultural traditions); or political nationalists (but not opposition figures).	Seek out short articles (e.g., from newspapers, magazines, or Web sites) about a broader range of historical figures.
Fiction with Rural or Premodern Settings	Especially in children's fiction from other countries, rural settings, rather than contemporary urban ones, are abundant. The implication is that the author thinks that urban problems are too difficult, unpleasant, or complex for young students.	Use young adult literature by insider authors, available mostly for countries that were British colonies (see Bloem 1999; Schwarz 1996; Scutter 1999).

TABLE 3.4 **Common Stereotypes in International Materials *(Continued)***

The Problem	Examples and Comments	Solution
2. Problems of Authorship		
General Accuracy and Currency of Interpretations	Books with inaccurate content, dated information, or superseded interpretations are the result of insufficient or even sloppy research. Even respected authors of the past deserve close examination. Any book with a global theme published before 1985 needs examination in light of what the teacher is trying to convey.	Only authors who are very knowledgeable about cultures, countries, and global issues that they write about can produce quality *books*. For quality books, see those discussed under the heading "How to Find the Best Books in the World."
Cultural Expertise and Perspectives of Authors and Reviewers	Reviews in children's literature and library journals often fail to point out problems because reviewers are seldom specialists in the cultures or regions.	Look for reviews in more than one source, particularly those by "insiders" and cultural experts. Look for clues, such as an author who is a member of an ethnic group or a citizen of the country, or who has lived there for a substantial time.
Insider vs. outsider points of view	Even books by "insiders," for example, Australians, southeast Asians, and Europeans, may omit information about recent immigrants, guest workers, former colonists, or indigenous peoples. "It is extremely difficult to grow up in any one culture and to be able to authentically depict another culture." (Council on Interracial Books for Children:44)	
3. Problems of Language		
Stereotypes in Language	Examples: *primitive, uncivilized, undeveloped, pagan, animist, superstitious* (applied to religious beliefs), *witch doctor.*	Word choice is important because the terms we use when speaking and writing about another culture are never neutral; the words of a text always express a point of view. These example words are offensive because they imply the superiority of Western civilization or they denigrate certain religious traditions.
Stereotypes in Language about Africa	Examples: *tribe, native, bush, jungle, hut* (for home or house). These words may also be regarded as offensive in other contexts, such as Amazonia, southeast Asia, and New Guinea.	Americans tend to use *tribe* when referring to African ethnic groups or Native American groups, but use *people* or *ethnic group* for most other regions. European subgroups, however, might just as accurately be called *tribes*. While the word *tribe* may still be appropriate in some contexts for referring to American Indians, on another continent, Africa, the preference is to replace the word *tribe* with *ethnic group*. The word *native* throughout Africa has a highly offensive meaning, because of how colonialists used the word in degrading and humiliating contexts. *Jungle* misrepresents the diversity of Africa's ecological zones. Less than 20% of the continent is rain forest.

TABLE 3.4 **Common Stereotypes in International Materials *(Continued)***

The Problem	Examples and Comments	Solution
4. Problems of Focus		
Negative Context	It is important that grim topics are not always associated with one country or continent *(African famines, Middle Eastern* terrorism). Certain parts of the world are repeatedly mentioned only in context of famines, epidemics, natural disasters, environmental degradation, ethnic and racial discrimination, poverty, terrorism, war, or genocide.	Balance negative images with positive images, and draw connections with similar problems in the student's own country. Balance the grim with the positive by adding materials (books, articles, videos, Web sites), such as those describing human rights initiatives, effective environmental advocacy, successful development projects, conflict resolution, and peacemaking.
Avoidance of Controversial Issues	Especially with children younger than high school age, there are few materials that deal well with controversial issues. A belief that they are too awful or too complicated means children do not encounter them in a school context, but nonetheless do repeatedly see them, frequently sensationalized, in television images and in movies.	For students of any age, a first-person narrative (diary, memoir, autobiography, or novel), crafted without sensationalism or sentimentality, is usually an appropriate first step in understanding a crisis event. Ladd (1989) offers useful suggestions for teaching about war and peace. Betsy Hearne's *Choosing Children's Books* includes a brief discussion of Toshi Maruki's *Hiroshima No Pika* (1982) and other realistic treatments of serious, globally relevant, but potentially controversial books (Italiano 1999, 180–84).
False Objectivity	Most controversial global issues are also complicated (poverty, the environment, international conflicts). A book that tries too hard to be objective may introduce bias into its treatment by oversimplifying it.	It may be better to select openly biased materials (especially insider perspectives)—if there are other resources available and then help students contextualize and critique them.
5. Problems with Illustrations		
Stereotypes in Illustrations	Especially in picture books, other cultures are stereotyped by images of iconic animals (dragons, polar bears, camels, tigers, and lions). Even Caldecott Award winners may be poor choices because their illustrations reinforce stereotypes. Musgrove's beautiful *Ashanti to Zulu* is a prime example, with "Africans as remote village dwellers, wearing skins, carrying spears and shields, untouched by the technological revolution of the 20th century" (Crofts 1978, 1).	Visual imagery reinforces verbal messages. For preschool and primary children the images in picture books are very powerful, shaping their perceptions of world beyond family and local community. Retellings of folktales are so overrepresented for most regions that teachers need to make a special effort to include books with realistic illustrations of everyday life. Select books and materials whose authors clearly identify ethnic groups and countries.

Table 3.4 **Common Stereotypes in International Materials *(Continued)***

The Problem	Examples and Comments	Solution
6. Problems with Persistence		
Incorrect Information in Textbooks or Reference Books	Textbooks frequently convey errors, misconceptions, and outmoded interpretations, especially about countries whose main religion is Islam and about African countries. Once information appears in a reference book or text, it continues to appear in numerous contexts for years afterward.	Bring in additional references recommended by specialists in the world region. For Islam and the Middle East, consult the catalogue of educational materials from the Center for Middle Eastern Studies Outreach Program at the University of Texas at Austin (http://menic.utexas.edu/menic/cmes/out/materials.html) or other Middle East Studies centers. For African countries and cultures, see African Access Review, (http://filemaker.mcps.k12.md.us/aad/) and browse in *Great Ideas for Teaching about Africa* (Bastian and Parpart 1999), which is excellent despite its college-level focus.

How to Find the Best Books in the World

Reading the preceding list, a reasonable person may be inspired to throw up her hands with hopelessness: how can any book *not* be problematic, offensive, or insulting to someone, somewhere?

Schools and educators around the world struggle with the challenge of updating and correcting information. Small budgets for new library acquisitions and low priority given to curriculum revision may hamper any school. But updating curriculum materials is part of the effort to bring new knowledge, which is pouring into every field, into the minds of children.

Books continue to be among the best resources for efforts to internationalize content and themes in the classroom. An excellent resource that annotates examples from all genres for all regions of the world is *Our Family, Our Friends, Our World* (Miller-Lachman 1992). To browse in this rich compendium is not only an effective way to find out what is available, but also a way for teachers to learn about general as well as genre-specific issues. A more selective but very informative reference is *Against Borders* (Rochman 1993). For beautiful and powerful stories selected for their instructional potential, see *Children's Literature in Social Studies* (Krey 1998), especially the chapters corresponding to national academic standards for social studies strands I (Culture), II (Time, Continuity, and Change), and IX (Global Connections).

For fiction, interested teachers are well advised to consult *The Dictionary of Children's Fiction* (Helbig and Perkins 1992), which includes information about particular authors, and *Cultures Outside the United States in Fiction* (Anderson 1994). *Children's Books from Other Countries* (Tomlinson 1998), sponsored by the United States Board on Books for Young People (USBBY), contains much useful information and annotated bibliographies.

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Compendia of multicultural books (Bishop 1994; Kruse et al. 1991, 1997) nearly always include international books, such as "Books on China" in a section on Asian Americans. Teachers can also search in more general listings of highly recommended books, such as the University of Wisconsin–Madison's Cooperative Children's Book Center (CCBC) *Choices* and *Social Education*'s annual pull-out section, "Notable Children's Trade Books" (*Choices*, annual). Occasionally books with international settings win the Caldecott, Newbery, or Coretta Scott King awards. See the Association for Library Services to Children Web site (http://www.ala.org/alsc/awards), or use the search form of the Database of Award-Winning Children's Literature (http://www2.wcoil.com/~ellerbee/childlit.htm/) to check recent award winners.

Several less well known awards, however, are especially relevant to international education, such as the Batchelder Award and the Américas Award (see Table 3.5). For more complete listings see the latest edition of *Children's Book Awards Annual* (Berman and Dupuy 1999) and *Children's Book Awards International* (Smith 1992), which list and describe many international and country awards.

Two very rich compilations of annotated reviews, both available online, are the African Access Review (http://filemaker.mcps.k12.md.us/aad/) and the catalog of educational materials of the University of Texas at Austin Center for Middle Eastern Studies Outreach Program (http://menic.utexas.edu/menic/cmes/out/materials.html). The catalog reviews North African as well as Middle Eastern materials.

Students can travel far via the words and imagery of books, videos, and Web resources. (Lloyd Street)

TABLE 3.5 **Book Awards for International Education Books**

African Studies Association Children's Book Award (ABAA)
Américas Children's and Young Adult Literature Award (CLASP, CCBC)—books in English or Spanish with Latin America, the Caribbean, or Latinos in the U.S. as the focus
Australian Multicultural Children's Book of the Year Award (Smith 1999, DAWCL)
Canadian Library Association Book of the Year for Children (DAWCL)
Mildred L. Batchelder Award for Translated Children's Books (DAWCL, CCBC)
Hans Christian Andersen Award (IBBY)
International Board on Books for Young Children Honour List (IBBY)
Jane Addams Children's Book Award (DAWCL, CCBC)
Noma Award for Publishing in Africa (Schmidt 1998, ABAA)
Pura Belpré Award (DAWCL), for books for youth by Latino writers and artists
UNESCO Prize for Children's and Young People's Literature in the Service of Tolerance (ABAA)

Abbreviations

ABAA: Awards for Books About Africa (http:www.indiana.edu/~libsalc/african/wards/index.html)
CCBC: Cooperative Children's Book Center (www.education.wisc.edu/ccbc/awards)
CLASP: Consortium of Latin American Studies Programs (http://www.uwm.edu/Dept/CLA/outreach_americas.html)
DAWCL: Database of Award-Winning Children's Literature (http://www.wcoil/~ellerbee)
IBBY: International Board on Books for Young Children (http://www.ibby.org) Click on "Activities"

Teachers, librarians, media specialists, curriculum directors, parents, and relatives should request books that have won these awards for their libraries, bookstores, and school ordering centers.

Strategies to Help Schools Choose Bias-Free Materials

What guidelines exist for teachers and librarians interested in selecting international materials for instructional units and supplementary or leisure reading?

Existing guidelines for multicultural education are certainly useful, including *Guidelines for Selecting Bias-Free Textbooks and Storybooks* (Council on Interracial Books for Children 1980). "Ten Quick Ways to Analyze Children's Books for Racism and Sexism" (part of *Guidelines*, but also online) is still a handy checklist. Note, however, that the venerable *Guidelines* volume is somewhat dated, as its concerns and examples are generally the more blatant and obvious U.S. racism and ethnocentrism of 20 years ago. For an updated discussion, see the introduction to *Our Family, Our Friends, Our World* (Miller-Lachman 1992).

In general, "Reject books that encourage stereotyping of any group through language usage or descriptions of physical appearance, living conditions, occupations, religious beliefs, and general outlook on life" (Jenkins and Austin 1987, 1–2). In "Global Education and Children's Literature," Jennifer Ladd (1989) provides a list of broad questions to ask when searching for appropriate books, but she also connects specific books with classroom themes. DeAn Krey (1998, 15–18) discusses seven criteria that she used when selecting children's literature for social studies lessons. These criteria balance concern for instructional potential, multicultural value, and aesthetic quality. Jo Sullivan (1996), speaking directly to the issue of stereotypes, provides a framework for implementing selection criteria centered on the expression of our common humanity, the recognition of different approaches to meeting human needs, and the potential to increase empathy and promote learning from other peoples—as well as "a sound knowledge base."

For particular world regions, check at the K–12 outreach programs and Web pages of the U.S. Department of Education Title VI Area Studies Centers. Wisconsin has seven such centers, located at the University of Wisconsin campuses at Madison and Milwaukee. They are listed in Chapter 7, "Resources for International Education," and include the University of Wisconsin–Madison African Studies Outreach Services (http://polyglot.lss.wisc.edu/afst/outreach/k-12.html/) and University of Wisconsin–Milwaukee Center for Latin American and Caribbean Studies Outreach (http://www.uwm.edu/Dept/CLA). Staff at these centers have devoted their professional careers to helping teachers obtain excellent, culture-rich materials and to sensitizing the public to continued stereotyping and bias.

The books discussed here provide a rich compendium of excellent sources for interested educators. While multicultural literature reviews are appearing with increasing frequency, compilations of international books and stereotypes are still difficult to find.

Questions to Consider for International Children's Literature and Informational Books

The following are thoughtful questions for educators to consider when planning to use a book, curriculum material, or electronic or visual medium as a main focus for a classroom activity. Naturally, not every question is appropriate for the material in question. Few books or materials measure up in all categories.

Content

- ☐ **Setting:** Does the book have a strong sense of place, as opposed to being too generic? Is the time period specific and clearly indicated, or is it so general that it would be difficult to assess its accuracy?
- ☐ **Accuracy:** Is the content or story accurate and realistic? If it is set in a particular time period, is it historically accurate? Are there reviews that can help us determine its accuracy?
- ☐ **Balance of particular and universal:** Does the book depict both particular and universal human experiences, to allow a child to see how others are both similar and different from himself? Does the content reflect varieties of human experience (e.g., different classes, occupations, and religions) within a specific setting, so a child would not think, for example, that "all French people are like that"?
- ☐ **Positive contributions:** Does the book include different kinds of contributions to society, to the heritage of a people, or to humankind, so that a child will view the culture in a positive light after reading the book?

- **Character development:** Are the characters well developed? Do they make decisions for themselves? Do they change or grow? Could a child empathize or identify with them?
- **Gender, class, ethnicity:** How are gender, class, and ethnic identities portrayed? For example, are the women all submissive, the poor all ignorant, or the rich always evil or always kind? Is one particular ethnic group viewed as culturally superior?
- **Character interaction:** Are some indigenous characters portrayed in leadership roles rather than passive, ignorant, or "follower" roles? Are outsider characters sensitive to the feelings of insider characters? Is it always the outsider who is bringing in new technology and information, without the locals also providing knowledge and expertise?
- **"Problem countries:"** Does the plot or subject matter reinforce stereotypical associations between a "problem" and a country or region, like terrorism in the Middle East, famine in Africa, or youth suicide and exam pressure in Japan? Are positive aspects of the country, or analogous comparisons with the home country, included as well?

> ***The real voyage of discovery consists not in seeking new landscapes, but in having new eyes.***
>
> —Marcel Proust, 1871–1922, French novelist

Language

- **Derogatory group names:** Does the author use offensive or condescending terms in labeling groups of people in the book?
- **Use of dialect and "pidgin English:"** If a character speaks in dialect or vernacular English, is his or her speech consistent with the character's background and circumstances? How do characters use offensive or pejorative language? When it occurs, is it truly necessary for characterization? Do other characters speak differently?

Point of View

- **Insider versus outsider perspective:** Is the story told from an insider or an outsider perspective? (Insider views tend toward more cultural expertise, authenticity, and empathy.) Are activities such as daily chores, holidays, or religious beliefs described by an insider (as "normal," "accessible") or by an outsider (as "exotic," "strange," "distant")? Are unfamiliar customs and institutions clearly explained so that their social role is evident? Will students reading the book conclude the customs are "weird" or that they are merely "different" and serve a particular function in that society? Are cultural values accurately conveyed?
- **Western or Northern Hemisphere superiority:** Does the author imply that a people's way of life or technology is inferior to Western practice? What are subtle value judgments in the materials?
- **Worldviews and religions:** Are worldviews and religions presented as complex and internally diverse, which they are? Does the author treat traditional religious practices with respect?
- **Local solutions:** Are local or indigenous people in the background, with rain forests, disappearing species, unscalable mountains, visiting scientists, or humanitarian saviors in the foreground? Does the mate-

rial help students understand how local populations must be valued contributors to solutions?

Identity and Diversity

- ☐ **Political crises:** Are complex political and economic difficulties dismissed as simply the result of ancient hatreds or "tribal" feuds?
- ☐ **Ethnicity:** Does the story offer any development or explanations of ethnic differences, customs, or history, or are ethnic groups described simply as "many ethnic groups"? Similarly, are there "many religions," "many languages," without insights into the "many"?

Illustrations

- ☐ **Accuracy:** Do the illustrations enhance the story? Do they depict people, their homes, and their environments accurately, for example, not showing Europeans in eighteenth-century costumes or Japanese adults or children wearing kimonos in a contemporary school or business environment?

In this "school" in Freetown, Sierra Leone, books are scarce. (Jeanne Tabachnick)

- **Economic and social variety:** Is there balance (cross-section) in range of economic and social circumstances?
- **Demographic variety:** Are the people of a particular ethnic group presented as physically variable, or do they "all look alike"? Are differences between ethnic groups, age groups, and genders depicted accurately? Do the illustrators differentiate between the dress of, for example, people in urban and rural Senegal in West Africa?
- **Reinforcing stereotypes:** Do the illustrations instill or reinforce positive images of children or people from a particular culture, or do they present a negative, less common or "primitive" image, for example, representing Kenyans only by the Maasai, with traditional dress, without showing Kenyan men in suits or Kenyan children in school uniforms, and so on.
- **Offensive images:** Are there illustrations that might offend or embarrass members of an ethnic or religious group, for example, cartoons with big noses, half-clad women, war atrocities?

International and Multicultural Guests in the Classroom

Students can travel far via the words and imagery of books, videos, and Web pages. They can be challenged to think critically about controversial issues. One of the most effective ways of bringing the world to them, however, is through an international or multicultural guest in the classroom.

When an international guest comes to the classroom, the world knocks at the school door. Classroom guests provide an invaluable source of information, enrichment, and authenticity. Just as a visitor to another country would consider her journey incomplete without meeting people who embody the culture, classroom investigations of important global issues, world languages, and points of view can best be brought to life by actual practitioners.

Travel is transformational, the strongest human urge, the thing that keeps us and our world vibrant and alive. It is one's duty to travel, to keep moving, to expose oneself to foreign cultures, foreign landscapes, foreign ideas.

—Brad Newsham, American author

Teachers who try to give students international and multicultural experiences in the classroom surround them with music; sounds; languages; visual images; arts; ways of thinking and seeing; and concepts, facts, and ideas of the country. The journey is incomplete, however, without the classroom visitor. Visitors might come in the form of a panel of guests holding a diversity of viewpoints; a debate between persons holding opposing views; a visiting artist, or performer; an international student or exchange teacher living in the community; a frequent world traveler; or a recent immigrant.

International Guests

An excellent school attracts and welcomes international visitors who come not only to do presentations but also to see and understand the school itself. Ideally, a school has a coming and going of international delegations, international teachers, and exchange students.

Of equal or greater importance as guests from abroad are multicultural guests who are Americans representing cultures and traditions less familiar to

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students. These guests will help children understand the value of cultural traditions and the importance of diversity. For students of similar background to that of the guest the presence of such guests in the classroom and the respect shown them by teachers affirms the worth of the student's own heritage; elevates self-esteem; and links often marginalized experiences, folk arts, and family customs to the curriculum.

Diversity comes in many forms and shapes; it needn't always be a person of another skin color or a person with an accent. Adults or older students representing the various cultural and ethnic traditions in local or neighboring communities, persons with physical disabilities, persons who have overcome great obstacles, persons who live with an illness, or persons in unusual or underrepresented job categories help broaden students' views of the world.

How to Find International Guests

There are many potential sources for international guests.

- ☐ Exchange teachers or educators of international origin. As trained teachers, these make some of the best guests.
- ☐ International students. Ask not only at the local high school but also at technical colleges, area colleges or universities, and especially graduate schools. Many international student offices at universities have a speakers' bureau or a listing especially geared to outside requests (see International REACH and International Institute of Wisconsin in Chapter 7).
- ☐ Speakers from education outreach centers. These U.S. Department of Education Title VI centers, located at major universities, have community outreach as a primary objective. While they are frequently located in other cities or even other states, they sometimes have travel funds for faculty or graduate students to travel to schools. They offer video collections, cultural artifacts available for loan, and sometimes traveling exhibitions. See Chapter 7, "Resources for International Education."
- ☐ Spouses of graduate students and of international businesspersons. Spouses are frequently well trained in related employment, and frequently have more flexible time.
- ☐ Permanent U.S. residents from other countries.
- ☐ New immigrants or refugees.
- ☐ Returned Peace Corps volunteers.
- ☐ Speakers recommended by ethnic, issue-based, or religious groups. Many organizations have individuals trained to do school presentations or can send one on special request. For example, a member of the Japan American Citizen League talks about the experience of Japanese Americans during World War II and brings accompanying videos and classroom materials. A Muslim speaker from the Milwaukee Islamic Dawah Center may describe the five pillars of Islam for students studying world religions (see Chapter 7).
- ☐ Americans who have lived overseas.
- ☐ Tourists. The longer the travel experience, the more trusted its authenticity. But short-term travelers, including parents of students, bring to

the classroom enthusiasm and a shared curiosity. Combined with international guests, well-traveled parents or returned tourists can be a great "translator."

- Military and religious personnel.

How to Find Multicultural Guests

Many sources exist for finding multicultural guests, too.

- Parents or relatives of students.
- Community maps. A wonderful cultural activity is to have students do a community mapping activity, including filling out a questionnaire that requires them to ask questions of parents, neighbors, and relatives. Questionnaires help teachers identify good community resources.
- Persons recommended by speakers' bureaus of ethnic organizations, such as Sons of Norway or Polish National Alliance.
- Educators from schools such as Native American tribal schools, Hmong or Tibetan Saturday schools, or Chicago's Futabakai Japanese School.
- Speakers recommended by university centers and departments such as African American departments, Chicano studies programs, or U.S. Department of Education Title VI Centers (African studies, Latin American studies). (See "Wisconsin's International Resources" section in Chapter 7.)
- Immigrants or refugees who have maintained traditions and practices from their original culture or heritage.
- Regional folk artists, with recommendations from the Wisconsin Arts Board, Folklore Village, or International Institute of Wisconsin (see Chapter 7).

English as a second language (ESL) teachers in the school district may be a good source of recommendations. Newspaper offices and television studios work with or feature many regional personalities and issues. In larger cities, translation businesses have contacts with native speakers and companies doing business abroad.

Caveats for Outside Guests

Be cautious of the self-invited guest who is advocating a certain political, religious, or social cause. While these guests may be good in a structured debate or when materials have already introduced students to a diversity of perspectives, if they have no counterpart to balance them, they make the teacher vulnerable to criticism of presenting only one side of an issue. Likewise, the self-invited quasi-expert, perhaps a returnee of "seven countries in seven days," may require the teacher to use as an excuse that the unit of study is now finished.

Lessons Cultural Guests Can Teach

The greatest lesson that international and multicultural classroom guests teach is empathy. The guest humanizes textbook lessons, abstract concepts, unfamiliar places, and feared experiences. His or her stories represent personal experiences. These make strong, lasting impressions, in addition to helping students glimpse another community or homeland. The guest expands the student's awareness of his world, affirms students' own self-awareness and feelings, and helps him find new interests. For a successful classroom experience, two things are essential: preparation and context.

Dr. Sharon Durtka and Milwaukee Public School teachers have an active program of inviting guests into urban classrooms. Over the years, they have developed the following suggestions for teachers.

Teacher and Student Preparation

Simply having a guest show up cannot be the entire lesson. The teacher teaches before and after the guest's appearance. If anything, the guest is the cherry on the ice cream sundae, or the gravy on the potatoes.

Guests may be used to help introduce a topic or to culminate a unit of study. Guests may work together with students on a project of significance, especially if they visit the classroom more than once.

The better the teacher's preparation, the more powerful and positive the guest's impact. Teachers must prepare in the following ways:

- ☐ Find the guest, selecting a culturally appropriate way to approach him or her.
- ☐ Prepare the guest. Meeting the international guest before the classroom visit allows time to get acquainted and plan lessons. Selecting a single topic, such as art; family; school; recreation; or the guest's special talents, hobbies, or skills, helps both the presenter and the classroom students to focus the visit. Preplanning and selecting a focus for the international guest's visit enrich the experience since international guests often are not educators, and even being in a American classroom may be a new experience.
- ☐ Prepare school staff. The teacher alerts the principal and school secretary. If a group of persons will visit or if the guest culminates a larger unit of study, the teacher may consider all-school announcements, notes to inform or involve other faculty, notes sent home to parents, and a welcome sign or banner.
- ☐ Prepare the students. By any way of looking at it, student preparation for the guest is a yearlong process. An understanding of the concept of culture and study of the student's own unique family and community culture provides an indispensable basis for comparisons.

Before the guest comes in the room, the students may have engaged in study of the culture, country, or topic about which the guest will talk. Students prepare questions or hypotheses, and sometimes gifts, special entertainment, or demonstrations for the guest. Students observe classroom rules of courtesy and respect.

Context

It is critical that a guest's presentation in the classroom occurs within an academic context. Without a context, without before-and-after learning experiences, a guest's appearance may have the opposite effect of what's intended—he is strange, funny, odd; someone to imitate, ridicule, make fun of, and disrespect. A single guest cannot "be" the culture or present the framework or overview students need. It is the teacher's job to set the stage.

Protect guests from impromptu requests for additional presentations from other teachers. Having the guest stop off at the classroom next door to "do the same thing" discounts the importance of the teacher's careful buildup and students' previsit and research activities. It is easy but unfair for a single guest to be overused, besieged with dozens of requests from eager, well-meaning teachers.

Checklist for Teachers Inviting Guests to the Classroom

The guest needs to have the following information:

- Teacher's name.
- School telephone number.
- Teacher's home telephone number.
- Exact school location, with directions to reach the school and where to park.
- Classroom subject matter, including what students have already learned on the topic.
- Age level of students in the class, as well as their vocabulary level and attention span.
- Related topics students will have studied before the speaker arrives.
- Exact time and dates (stress the importance of being on time).
- Transportation options. International guest opportunities frequently bog down because the guest needs transportation to and from the school site, transportation for his supplies or instruments, or child care during the time he or she is speaking. Expect to deal with such requests from the guest, and enlist parent volunteers or other creative solutions.
- Language proficiency. It is important for the teacher to assess the language competency of the guest in advance, if English is not his or her native language. Urge the guest to speak slowly. If the guest's language does not seem adequate for an extended presentation, switch to a question-and-answer format, with the teacher asking beginning questions and directing the pace of the guest's answers. Consider also hands-on demonstration—inviting the guest to make a food or show artifacts from the country. The teacher needs to have ideas for how to best convert the guest's expertise into learning activities. In a foreign language class, a native speaker with a beginning French class might play a guessing game where the guest is limited to "Oui/Non" (yes/no) answers, with students doing all the language "work," struggling to get information from the guest by asking questions in the target language.

Ground Rules for Guests in the Classroom

Before the guest's arrival, it is helpful if the teacher reviews the guest's name and the purpose of the visit. Children old enough to take notes should be reminded to have their pencils and notebooks out. Students listen better if they have prepared questions in advance.

It is important for the teacher, who comes to school every day, to reflect that the school may be an unfamiliar, frightening, or even hostile place for the guest, depending on the guest's past education experiences. Provide an escort to bring the guest to the classroom. Welcome the guest warmly, including writing his name on the board and helping students to pronounce it. Clarify to students the proper way to address him in his culture and how they should address him today.

International visitors in the classroom provide students with opportunities to learn to listen carefully, to understand someone who may not speak English fluently, to use dictionaries, and to offer words or expressions when the guest is in search of a phrase to convey a concept. Students also learn words and customs from other cultures and are able to connect both a person and his experiences with a culture and another geographic area. If the guest has difficulty speaking English, give students an opportunity to hear him speaking his native language to remind them that he is, after all, fluent in his home language(s).

It is essential that the teacher not leave the room during the guest's visit. No matter how urgent the teacher's other duties, her absence speaks volumes about lack of respect and hierarchies of priorities. The teacher's presence is vital to directing the flow of the class, mediating student questions, writing difficult terms on the board, asking clarifying questions, reminding the guest to speak more slowly or to speak more loudly, and calling the guest's attention to time limitations. Snapping a photo of the guest in action or inviting in a photographer or newspaper reporter will greatly enhance visibility of the school's international efforts.

Structure the class so there is time for questions and answers. The teacher functions as host, or, with preparation, asks one student to share an emcee (master of ceremonies) role. Ask open-ended questions; allow guests to express themselves freely. If time allows, don't cut off productive lines of discussion. Encourage students to applaud at the conclusion of the presentation, or ask the guest to teach students a culturally appropriate way of expressing thanks. Encourage several students to express personal thanks as students file out of the class.

One thought ever at the fore
that in the Divine Ship, breasting time and space
All peoples of the globe together sail, sail the same voyage
And are bound to the same destination.

—Walt Whitman, 1819–1892, American poet

Teacher Ideas for Integrating International Guests into the Classroom Curriculum

Elementary students, even kindergarten students, are not too young to learn about other cultures and countries. To introduce students to a global perspective and prepare them to interact with international and multicultural guests, the following sample of activities may be useful.

Pretest and Posttest for Guest's Visit

- ☐ Informally and briefly test knowledge of country location, capital city, geographic features, and specific vocabulary words. Often the collective knowledge of the class surprises students and teacher alike, and the assessment can itself be a fun learning activity. On the other hand, it is more common that, like the group of Milwaukee elementary students who generated the following list in anticipation of a visit from an international high school exchange student, students' expectations will contain both stereotypes and an emphasis on differences. The students expected that the guest would eat different food than I do, not speak English well, have a family different from mine, listen to music different from mine, play sports different from our school sports, and be very smart.

- Introduce the concept of stereotypes, citing examples of both positive and negative stereotypes.
- Treasure hunt. Before the guest's arrival, have students spend an hour on a treasure hunt. Assign different groups to the computer, the library, and files, and give them assignments to sleuth out a specific topic: geography, history, arts, famous people, and so forth. Ask the groups to form hypothesis about the guest, based on their information. Will she come from the capital city? Will she be able to dance the tango? This activity helps students listen carefully when the guest begins speaking and usually illustrates to them how most people do not fall into stereotypic cultural categories.
- Using a postvisit assessment, note changes in the results. Students can use graphing skills, fractions, and percentages to present test results.

Communication Activities

Knowing about oral language, body language, and customs promotes interest in language and culture. Before the visit of an international guest, introduce concepts of body language and official languages and dialects of the home country of the guest. Display an alphabet poster of the country's language.

Travel Bureau Activity

Ask the class to act as a travel bureau. Select a place to visit; plan the transportation; decide what type of luggage to pack; and make a packing list of items needed, such as visas, money, passport, maps, and dictionaries, as well as pretrip things to do like getting vaccinations, requesting mail stop, and so on. Have students plan an itinerary and research things to see and do. Use maps and the Internet. Invite a travel agent or ecotourism company to class. (Students can follow the airplane on the Internet.) Send postcards home. Discuss a code of ethics for the traveler see Chapter 8, "Appendices for International Education."

Looking in Your Closet Product Inventory

Ask students to read labels of clothes in their closet and to list where items in their bedroom are made. Mark world map with pins indicating product origins. Read labels. Compile a class list of the origin of clothing, foods, electronics, or household items found in the student's environment.

Visual Images

As a previsit activity, have students help the teacher assemble visual images, including videos, slides, or photographs, to enhance the visit. Be careful with travel posters, which often create and reinforce stereotypes, like travel posters of wild animals for African safaris or German beer festivals. Take a virtual tour of the guest's country on the Internet.

Question Lists

Ask students, perhaps in pairs, to develop a list of questions they would like to ask the guest. Distinguish between open-ended questions and yes-or-no questions. Encourage students to choose several topics and develop a set of follow-up questions. It is usually easy for students to ask questions about the guest's family, diet, holidays, languages spoken, after-school or after-work interests, or dating and marriage practices. If the students develop a chart like the one in Table 3.6, they can build on listening skills and language arts skills like taking notes and summarizing.

Guest Interviews

Develop a simple chart to help younger students interview international guests. An example is in Table 3.6.

TABLE 3.6 **Simple Interview Questions for International Guests**

Name of International Guest

City

State/Province/Prefecture

Country

Male or Female Date of Interview

What are some ways your experiences in (Milwaukee) differ from life in (your city or country)?

What are some ways the United States is like your country?

What do you like most about your exchange experience?

What do you miss most about your country?

When you were my age, what did you do after school?

My questions:

1) ________________________________

2) ________________________________

3) ________________________________

World Language Activities

- Have guests write and compare and contrast writing systems.
- Have guests teach common greetings, counting, a song, or a tongue twister. If feasible, invite the guest to come to the class and teach and review a few expressions each day or week. Consider using a cassette or video recorder to capture the words for review after the guest leaves.
- Show a McDonald's menu written in the guest's country's language, or translate some key menu items to illustrate how corporate culture has crossed boundaries.
- Refer to Table 4.20, "World Languages," for related activities.

Cultural Arts Explorations

Invite the international guest to share arts, including poetry, folktales, and traditional and popular music, dances, or design arts. Include questions about arts on the pre- and posttest activities.

Sports and Physical Education

Learn games and their origins. While playing the games, ask the guest to teach numbers, cheering expressions, and directional words in the language of his country. Learn about the country's national sport.

Hopes and Dreams

Individual people throughout the world have hopes and dreams about being able to achieve certain things. What are your own hopes and dreams? What is meant by "the American dream?" What is the international guest's dream? Share with the guest your own dreams about when you grow up. Discover common dreams. What ones are different, and why?

Cultural and Geographic Diversity

Has the guest traveled widely within her own country? Ask the guest to draw a map on the board and, with student participation, locate where different groups of people live, various geological features, the bigger cities, historical sites, and favorite places. In what ways does the guest feel she is different from others in her country?

Discrimination and Political Issues

Who is discriminated against within the country, and why? How does discrimination connect to the country's history? What are the current headlines in the newspapers of the country? Why do people feel strongly about those issues?

Immigration Issues

Interview immigrants and international employees new to the community, around the school—both those from other countries or other places in the United States. Discover why they came. Ask what they left behind.

Learn about immigration policies and why people decide to leave their countries to live in the United States. Who decides how long they can visit or live in the United States? How long does it take to become a U.S. citizen? What must you do to become a citizen and what are the obstacles?

Developing Multiple Perspectives

Every experience with a classroom guest helps students understand that there are many ways to see the world.

Multicultural, in contrast to international, guests help expand students' understanding of what it means to be an American. Visits from Wisconsin residents with Native American cultural backgrounds who can draw maps showing Wisconsin's Native American communities, give important cultural and historical information, and discuss their own experiences with discrimination will help students enlarge their mental maps of the state.

Excellent videos portray ethnic neighborhoods of Chicago and New York. Students studying the Japanese language in Wisconsin have made field trips to visit Yaohan, a huge Japanese-style department store in Chicago, and visited classes at Futabakai, a residential school where hundreds of students study Japanese language and history, in addition to regular curriculum subjects. The "American experience" and what it means to be "American" is a picture that is very diverse when one looks at it from viewpoints of various economic, ethnic, and racial groups.

Help students ask questions about why people think or act as they do. Students can learn that a person's perspective influences his actions; that tool will help them understand how political and social conflicts evolve. This helps students examine global and national problems from different vantage points and realize that there is more than one solution to any problem.

When the Visit Is Not Perfect

If a guest unravels a teacher's careful lessons, for example, speaking in generalities about Africans, misteaching geography, or using stereotypes herself, save the corrections for a follow-up class. Treating the "mistake" courteously is itself a lesson in diplomacy and respect. In the follow-up, there are many ways to get the students themselves to point out inconsistencies. Discussion creates learning opportunities. If the guest was a parent of one of the students in the class, the "reteaching" requires a dance of diplomacy. Remind students of the diversity of viewpoints that exist in their very classroom, and certainly among their parents, too. Remind students how difficult it is to be an "expert" on everything. To illustrate, ask the students questions about "American" politics, technology or science to which they themselves do not yet know the answers.

Reinforcing the Value of International Visits

The class following the guest's visit provides excellent opportunities to deepen the learning experience. Review what the speaker said. Give special attention both to information that varies from and enhances key teaching points. Emphasize new points that will be assessed. This reinforces the importance of the guest as part of the curriculum rather than as a day off from learning.

Planning for a Second Visit

If possible, plan for guests to make multiple visits. Multiple visits give guests opportunities not only to build genuine friendships with children in the class, but also to present diverse views within their own culture. Presentation of a historic or traditional topic or traditional costume for example, may need to be followed by a presentation by the speaker on a contemporary issue or wearing contemporary dress.

Expressing Appreciation

Writing thank-you letters can be a follow-up activity for some students and a good language arts and writing activity for younger students. Copies of student work about the country or culture are also meaningful thank-yous. A photo taken of the guest teaching in your classroom will be received with delight.

If the teacher has time, introduce the guest to colleagues and take her for refreshment in the teacher's lounge following the presentation. Students may be enlisted to give the guest a brief tour of the school. Inviting guests to later activities at the school, for example, a spring choral concert or a sports event, or even "adopting" the visitor as a "friend of the class" make lifelong impressions for both the guest and the students.

There is no country in the world that does not touch us. We are a country of countries with a citizen in our ranks from every land. We are attached by a thousand cords to the world at large, to its teeming cities, to its remotest regions, to its oldest civilizations, to its newest cries for freedom.

—Colin Powell, U.S. Secretary of State

Hosting an International Teacher in the School: Activity Checklist

Educators come from all over the world to visit U.S. schools. Often, these guests visit a few classrooms, stop by for a chat with the principal, and then go on their way. Dr. Sharon Durtka, international education supervisor for the Milwaukee Public Schools, developed a checklist to help international guests get a more holistic view of "what American schools do." School staff and the teacher's host family can use the list for ideas; the visiting teacher can also use it to prioritize interest in various experiences.

GENERAL

- ☐ Find translator, if available. (Although finding a parent, graduate student, or community member who speaks the language of the guest may seem like a grave inconvenience, if not an impossibility, but doing has two benefits: (1) the resulting school visit will become a more significant event to students and faculty, and (2) the contact with the translator will lead to follow-up relationships, since this person has local ties.)
- ☐ Take photo beside the welcome banner or sign that host teacher and principal have hung.
- ☐ Attend welcome reception (host teacher and principal can combine a visiting teacher reception with an ongoing faculty, community, or school board meeting simply by providing refreshments and introductions at the beginning or end of a regularly scheduled gathering).

☐ Give guest teacher protocol gift from the school (e.g., mug, sweatshirt, pencils).

BUILDINGS AND STAFF

☐ Ask guest teacher his or her areas of special interest.
☐ Tour the school (consider assigning student guides).
☐ Observe classes (include subjects of special interest to the teacher).
☐ Observe special education classes.
☐ Visit computer lab.
☐ Shadow principal.
☐ Shadow engineer/custodian.
☐ Shadow cook.
☐ Shadow guidance counselor.
☐ Discuss topics with teachers, such as teachers' social status, classroom discipline techniques.
☐ Learn how teachers assess students.
☐ Meet teacher's union building representative.
☐ Attend a teacher in-service workshop.
☐ Examine textbooks.
☐ Examine teacher manuals.
☐ Schedule time for guest teacher to ask follow-up questions before leaving to share reflections and comparisons with staff members.

STUDENT INTERACTIONS

☐ Assist the host teacher in the class.
☐ Teach a class.
☐ Interview students or listen to a student panel.
☐ Ride the school bus.
☐ Go on field trip with students.
☐ Eat lunch at student table (assign student hosts).
☐ Attend a student council meeting (assign student hosts and advise them on protocol of welcoming and introducing guest).
☐ Attend after-school sports event.
☐ Attend after-school student club (assign student hosts).
☐ Teach a phrase a day on all-school announcements.
☐ Make a display on a bulletin board/display case, together with students.

SCHOOL/COMMUNITY CONTACTS

☐ Do interview with local community newspaper.
☐ Do interview for school newspaper (student interviewers).
☐ Do TV interview.
☐ Attend a school board meeting.
☐ Attend a PTA/PTO/PTSA meeting.
☐ Visit area business to discuss school/business partnership.
☐ Add guest photo or comments to school Web page.

Music theory class in Vladimir, Russia. (Jeanne Tabachnick)

Teacher Study and Travel Exchange

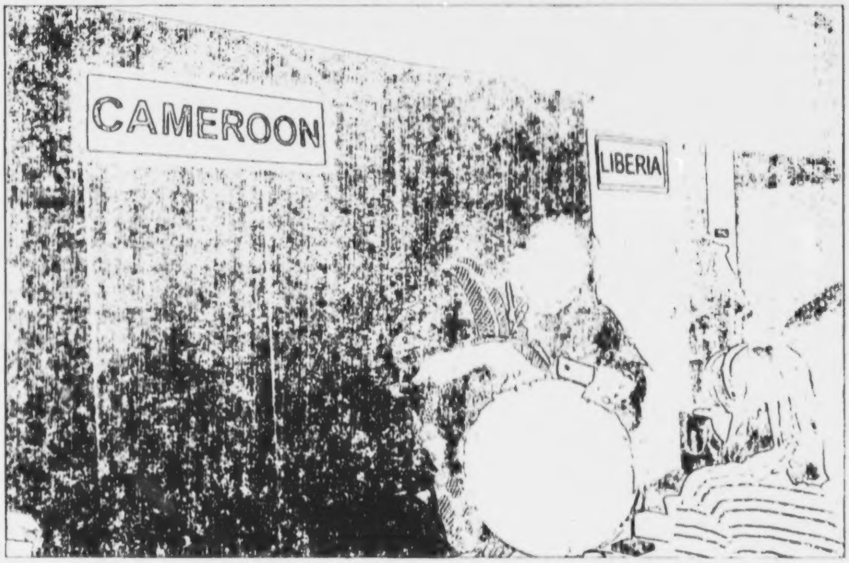
Effective teachers need international and multicultural experiences as well as content knowledge in their specialty area. As teachers seek out experiences to broaden their students' understanding of the world and to understand an increasingly diverse student body, they need to be willing to take journeys themselves. Based on their own interests and professional needs, they must develop plans for cultural exploration and international travel. Although important multicultural and intercultural experiences can definitely occur within the borders of one's own country, it is difficult to truly understand another culture without an immersion experience lasting at least 1 to 12 months.

Educator Claire Kotenbeutal, a former middle and high school French and Chinese teacher, speaks these heartfelt words about the dramatic influence overseas experience had on her:

> The problem was that I was two-dimensional. It was all second hand. The moment that I went to live and study in France, to live and study in China, everything that I felt became three-dimensional. When I went back into the classroom, I had the color, the music, the poetry, the soul of the people that I could give my students. It felt a lot better, as a teacher. (Wisconsin International Trade Council 1999)

It is not only new curriculum ideas that internationally traveled teachers have in their suitcases on their return. They bring back new tools with which to construct global frameworks for their students. They bring back new ideas for integrating material, and an invigorated desire to collaborate with educators.

Moreover, from seeing how another culture or country's educators confront challenges, they see their own school's policies, funding, and academic goals with new eyes. For the sake of their future collaborations, future cur-



Meeting an individual from another country makes a strong impression on students. (International Reach)

riculum, and future travel, they now possess invaluable contacts with other educators, as well as families, farmers, and facilitators abroad.

Their education does not end with their return to school. Instead, it opens to them whole new networks of specialists, returned Peace Corps volunteers, parents of children who have moved to the community from that world region, and like-minded teachers. The entire school district and state school system are richer for the contributions of globally-minded teachers.

Administrators can create three-dimensional, rich learning environments in their schools by participating in multicultural and international experiences themselves and by supporting staff who seek travel-based opportunities. Administrators need to encourage deep education experiences—especially ones that allow a teacher to teach abroad for a semester or year, or to have a guest teacher in the school for a similar period. With international experience themselves, administrators will recognize the importance of teachers doing additional coursework, for example, language study or computer training, in preparation for or as follow-up to international teaching. Administrators and teachers alike need to be wary of experiences labeled as "educational" that are little more than superficial tourist experiences.

Chapter 7, "Resources for International Education," lists short-term fellowships, summer travel opportunities, and full-year exchanges with teachers abroad as well as opportunities for employment abroad. Language acquisition, even at a beginner level, is an essential component of preparation for and during professional travel. Language training abroad is an excellent introduction to a culture, even if or perhaps especially if the teacher is not a foreign language instructor.

Planning international opportunities is a challenge for teachers. Because of the expense and the necessity of being away from home, teachers must include international opportunities in their lifetime professional development plans. The first one may be the most difficult to plan. After that, networking and recognition as a teacher specialist in the world or language area helps the teacher obtain information about successive opportunities.

It is important that teachers in teachers' unions and professional organizations see that these organizations expand their professional development, evaluation, assessment, and mentoring opportunities to include international and in-country immersion. Student teaching abroad or in multicultural settings is invaluable training, and universities are increasingly expanding such preservice opportunities.

Travel and Exchange Ethics for Educators

By using travel as an important study and professional growth activity, it is essential that teachers do more than mere sightseeing. Cross Cultural Journeys, an independent, non-governmental travel organization, created the following set of travbel and exchange ethics for educators.

As responsible travelers, educators:

- Discover the richness of everyday activities in another culture, instead of always seeking the exotic.
- Are aware of the feelings of local people and respect their customs in our actions.
- Remember we are among many visitors and do not expect special privileges.
- Make no promises to local people that we cannot implement.
- Keep the promises we make.
- Spend time each day reflecting on our experiences, considering the possibility that what enriched us may have robbed another.
- Use the opportunity of travel for personal, as well as professional growth and global understanding.
- Travel in a spirit of humility and with a genuine desire to meet and talk with local people when there are opportunities to do so.
- Always respect temples and other sacred places and their holy artifacts as we would the churches and temples in our homeland.
- Show particular respect when we photograph: exchange a few words, then ask permission to photograph; respect a "no."
- Cultivate the habit of being present, of listening, of not always talking and having answers, of learning by watching.
- Realize other people may have concepts of time and thought patterns different from ours—not inferior, just different.
- Always maintain a flexible attitude, knowing that the unexpected happens and seeing it as part of the adventure of travel.
- Share what we've learned with our students, colleagues and home communities.*

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*Used with permission from Cross Cultural Journeys, Mill Valley, CA, 1-800-353-2276; www.crossculturaljourneys.com.

Summary of International Exchange Benefits for Teachers

Broadened perspectives

- ☐ Personal and professional growth that is significant, stimulating, and satisfying
- ☐ Valuable links with educators and citizens worldwide
- ☐ Increased ability to think analytically from multiple perspectives
- ☐ Improved ability to assess ethnocentric and parochial views
- ☐ Consciousness of how one's own culture and language determine one's teaching and thinking

Classroom connections

- ☐ Development of resources to help students and colleagues make global connections
- ☐ Greater ability to understand, support, and teach students from diverse racial, ethnic, and linguistic backgrounds
- ☐ Increased participation in community programs in schools multicultural neighborhoods
- ☐ Contacts for initiating service-learning projects with international dimensions
- ☐ Curriculum-development skills in global studies, across grade levels and subject areas
- ☐ Demonstration to media and community that school has important global links

Intellectual and Experiential Understanding of Another Culture

- ☐ Comprehension of host country's geography; Contemporary issues, history, politics, media, economics, arts, literature, humor, music, and education
- ☐ Understanding of complexities and shades of gray in cultural concepts of race, class, and religion
- ☐ Increased proficiency in a world language

Value of International Exchanges for Students

It is not only teachers who travel abroad. For hundreds of years students have been crossing cultural and national/borders for educational purposes. In the past two decades, not just university and high school students, but also increasing numbers of middle school and elementary students have been crisscrossing America and flying across oceans to experience the simultaneous vastness and smallness of planet Earth.

Educational travel exchange is credited with helping individual participants obtain an international perspective, gain greater knowledge of the world, increase maturity, learn interpersonal skills and technical skills, develop world language proficiency, reduce stereotyping of other cultures, and illustrate a greater sensitivity to problems and concerns of people around the world.

Schools that accept international students provide an American experience for these students as well as an opportunity for their own students to develop cross-cultural friendships and to learn firsthand about other cultures. Many school districts have established policies and guidelines for international exchange programs to provide quality, consistency, and equity. Exchange program representatives recruit and sponsor students; local coordinators identify schools and families to host these students.

Many school boards have approved academic credit for student groups traveling to study abroad and have made arrangements for credit equivalencies for individual students who return from extended exchange study abroad. Credit arrangements are best agreed upon before departure.

Research has shown that attention to the following four factors determines the success of an exchange program and creates positive experiences for all involved:

Equitable participant selection
Quality preparation of students traveling abroad
Immersion in a family, school, and culture
Opportunity to develop meaningful friendships

> ***We only need travel enough to give our intellects an airing.***
>
> —Henry David Thoreau, 1817–1862
> American author

The Council on Standards for International Education Travel (CSIET) was established in New York City to set national standards for quality international exchange travel (see listing in Chapter 7). It provides information to schools and students. It identifies reputable international exchange programs, supports meaningful and safe experiences, and promotes the importance and educational value of international exchange. CSIET monitors compliance with the standards by the programs on behalf of students, schools, and the exchange community through a review process.

The standards include such areas as adequate attention to screening of host families, students, and local representatives; proof of appropriate health and medical insurance coverage to assist with accidents, emergencies, or illnesses; checking financial stability of individual participants and sponsors; adequate promotion and advertising of programs; and adherence to government regulations. CSIET publishes these findings in its *CSIET Advisory List*, a copy of which should be in every school—perhaps in the guidance office, in the library, or on the bookshelves of the teachers coordinating international students.

Welcoming International Students to a School

Creating opportunities for all students to get to know these guests from another culture will expand the interests of the local students. In the beginning international students may need a little help in adjusting as they try to fit in, learn in classroom settings, and make friends. The following suggestions may help to create a welcoming environment and enable the international exchange student to succeed:

☐ Inform staff and administrators of the student's presence and the school's participation in the exchange program; introduce the international students at a faculty meeting.

☐ Orient local teaching staff and students. Encourage staff and students to learn the correct pronunciation of the visiting international students' names and make opportunities to welcome the guest students. Distribute background notes about the students' countries to faculty and students, including the location and size of their countries, the capital and major cities, the form of government, main products, and ethnic and religious composition.

☐ Help each guest student write a one-page information sheet about himself, containing the preceding information, which he can use throughout the year for media contacts and biographical information for school and community presentations.

☐ Ask the students to submit an article about their country and their exchange experience. Distribute the draft to the student newspaper, the local newspaper, local television outlets, and add to the school Web page.

☐ Assign a staff mentor to meet regularly with the students to check on their school experience.

☐ Establish a "buddy" student for each international student; get students from language classes, sports, and clubs to form a network of support.

☐ Include the students as resources within classes--asking them about comparative education approaches, costs of items, family structure, national holidays, and so on to create discussion. Invite them to speak about international topics in the news from their perspectives.

☐ Have the visiting students create an international display about their homelands, not only in their host school but also other schools (e.g., elementary schools) in the area.

☐ If the student appears to have adjustment difficulties, contact the local program representative sooner rather than later. Recognize that changes in a student's placement are difficult on the student and are the last resort if the original host family placement is not workable. (Twenty-five to 30 percent of international students require a change in their host family, their school, or both.)

☐ Allow the students to experience and adapt to community life, but do not pressure or expect them necessarily to meld into it.

Summary of International Exchange Benefits for Students

Exchange Enhances Cross-Cultural Skills

☐ Students improve communication skills.

☐ Students acquire proficiency in a new language.

☐ Students develop affiliation with host country.

☐ Students develop cultural mediation, negotiation, and problem-solving skills.

☐ Students are able to critique media.

☐ Students return with a stronger sense of security and maturity.

Exchange Promotes International Involvement

- Students develop leadership skills and have leadership opportunities.
- Students gain lifelong friendships, leading to travel by both sets of parents and their families—those hosting and those of the exchange student.
- Students show increased interest in international news, issues, and cultural events.
- Students demonstrate willingness and interest to explore literature, history, arts, and foods from that region of world.
- Students maintain active involvement in related organizations upon their return.
- Students seriously consider international careers.

Exchange Enhances Respect for Other Cultures

- Students learn tolerance of other cultures and races.
- Students understand and accept more points of view.
- Students develop insider (versus outsider) identity and empathy.
- Students create a "second family" as a lifelong support system.
- Students return home with an awareness of patriotism to their own country and an expanded sense of their nation's role on a world stage.

Chapter Summary

In summary, the teaching strategies for international education are the use of inquiry, dialogue, action, and world languages. The teacher travels herself, encourages students to travel, and uses "journey" as a metaphor for learning. She uses problems, stereotypes, and controversial topics as opportunities for learning. She investigates the rich, always changing home cultures of students to bring valuable material to the curriculum. The teacher creates a global classroom, bringing in a rich array of materials, issues, and persons to make the classroom vibrate with a little of the world's diversity. In the next chapter, "Connecting International Education to the Standards," the focus is on how student thinking about world communities can be enriched and expanded.

Notes

1. The metaphor "tourist, traveler, explorer" was applied often to educational exchange by H. Michael Hartoonian, Ph.D., University of Minnesota. Fischer (1996) builds on Paul Bowles's (1990, 6) distinction between the tourist and the traveler.

2. *Code switching* is a term originating from linguistics that refers to the mental process used in shifting thinking from one language to another. In cross-cultural relations, the term is broadened to mean changing thought patterns when encountering another culture.

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Connecting International Education to the Standards

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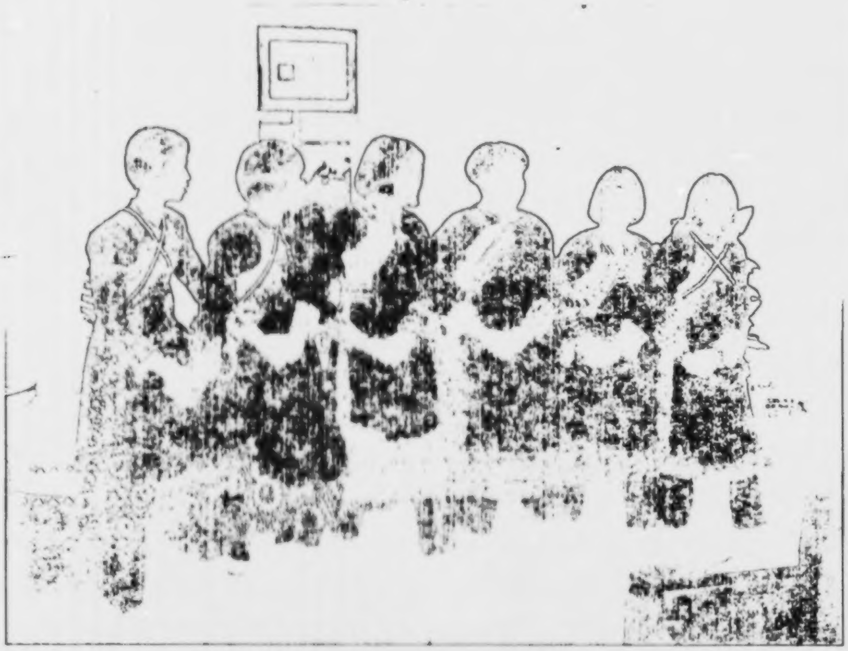

Students in a Taiwanese school perform ethnic folk dance. (Jeanne Tabachnick)

International Education Connections to Wisconsin's Model Academic Standards

The Wisconsin Department of Public Instruction worked with teachers and parents to develop hundreds of academic standards in 18 different subjects. Many of them encompass global concepts. The following section includes examples of ways that teachers can integrate global concepts, topics and issues into student learning.

Concepts of international education need to be integrated at every level of instruction: a first grader is not too young to understand how to solve disputes or how to count in a new language. Similarly, international education belongs in every subject area: music is rich with a universe of voices; mathematics is built upon concepts developed in the ancient times and places. While a single teacher may be familiar with global activities in her area of expertise, she may use this section to gain ideas for collaborations with the classrooms around her or classrooms abroad.

Wisconsin teachers contributed these examples from activities that they are currently using in their classrooms. Contributions were reviewed by many colleagues. Activities are by no means intended to serve as a comprehensive curriculum, however. They are examples only, particularly designed to address the question by teachers, "Well, give me specific examples of *how* I can teach more globally in my classroom."

The first column of the tables that follow lists curriculum concepts, topics, and issues; the second column lists examples of activities students might do. The third column cites Wisconsin's academic standards that connect to global concepts, topics, and issues. There are many other standards not listed in the tables that also link to global issues and that also help students connect their daily lives to larger events and ideas.

Many educators argued that the recommendation to teach in an integrated way is contradicted by breaking subjects into traditional disciplines, and by further itemizing disciplines into specific standards. Inclusion of these pages was often debated by the International Education Task Force. They worried about inevitable criticism that specific examples, out of context, invite; they were conscious of omitting vital curriculum, and they were uncomfortable about lists of fragmented learning.

In the end, however, the Task Force decided to include this chapter to reassure teachers that their curriculum already contains many key global components, and to promote important and exciting links to and collaborations possible with other subject areas, grade levels, and resource organizations.

This guide includes a few examples in the following areas:

Agricultural Education
Art and Design Education
Business Education
Conflict Resolution
Dance
English Language Arts
Environmental Education
Family and Consumer Education
Geography
Health
History
Marketing Education
Mathematics
Music
Physical Education
Reading (see English Language Arts)
Science
Technology Literacy
World Languages

Many subject areas have been omitted, not because of their lack of importance but because of the International Education Task Force's limited resources, namely time and expertise in these other areas.

Wisconsin Department of Public Instruction wishes to involve teachers in developing international standards in more detail and in additional academic areas. It plans to schedule workshops for teachers who wish to share this curriculum development work. DPI's Web page and calendar will inform educators of workshop dates and curriculum efforts: http://www.dpi.state.wi.us.

Table 4.1 **Agricultural Education: Global Connections to Wisconsin's Academic Standards**

Concepts, Topics, and Issues	Sample Activities	Wisconsin's Academic Standards	Personal Notes: Where Can I Use This?
Origins of agricultural products	Where in the world do particular products originate, such as corn, potatoes, and tomatoes? How did they spread throughout the world? (elementary, middle school)	***Note:*** *Wisconsin's Agricultural Standards are linked with social studies, science, language arts, and environmental education standards.* **A. Global Agricultural Systems** A.4.1 Understand how products made from plants and animals are made available for use by people. A.8.2 Understand the variety, complexity, and size of the agricultural industry in Wisconsin and the United States.	
Wisconsin's trading partners	Research five products that make Wisconsin famous to the world. Why do we produce them, and what are some reasons that other countries import them (e.g., Canada, Japan, Argentina, Mexico, the Philippines, China, and Vietnam import Wisconsin cheese)? (grades 4–12)	**A. Global Agricultural Systems** A.4.1 Understand how products made from plants and animals are made available for use by people. A.4.3 Explain how climate affects plants and animals raised. A.8.3 Explain how the need for food and fiber creates interdependence among cultures and countries. A.12.2 Understand the variety, complexity, and size of the agricultural industry in the world.	
Global food distribution	Go to a grocery store and make a list of all the fruits and vegetables that are not in season locally. Where do these foods come from? How do they get to Wisconsin? What are all the technologies involved? (grades 4–12)	**A. Global Agricultural Systems** A.4.1 Understand how products made from plants and animals are made available for use by people. A.8.3 Explain how the need for food and fiber creates interdependence among cultures and countries. A.12.2 Understand the variety, complexity, and size of the agricultural industry in the world.	

TABLE 4.1 **Agricultural Education: Global Connections to Wisconsin's Academic Standards** ***(Continued)***

Concepts, Topics, and Issues	Sample Activities	Wisconsin's Academic Standards	Personal Notes: Where Can I Use This?
Global geography: where our food comes from	Construct a food map, choosing one country in the Northern Hemisphere and one in the Southern Hemisphere. Draw pictures of the food grown in certain regions of those countries. (grades 4–12)	**A. Global Agricultural Systems** A.4.1 Understand how products made from plants and animals are made available for use by people. A.8.2 Understand the variety, complexity, and size of the agricultural industry in Wisconsin and the United States. A.12.1 Identify how political policies and issues shape and influence food and fiber systems.	
Comparative diets	What might an "ordinary kid" (not rich, not poor) eat for dinner in these five countries: Senegal (West Africa), Nepal, Mexico, Iceland, and Tunisia (North Africa)? (grades 4–9)	**A. Global Agricultural Systems** A.4.2 Understand how cultural influences shape how people use food and fiber. A.8.4 Explain how economic and geographic factors affect food selection.	
Cultural practices relating to food	How and why might the life of a cow be viewed differently in the United States and in India? What is the importance of corn in the Maya culture (folk legends, religion and worldview, history, diet, current economics and issues)? (elementary, middle)	**A. Global Agricultural Systems** A.4.2 Understand how cultural influences shape how people use food and fiber. A.8.4 Explain how economic and geographic factors affect food selection.	
Sustainable agriculture	Design and build a simple structure that uses renewable energy sources (e.g., a solar energy stove). (high school)	**B. Technology and Information** Students will demonstrate the ability to access information from multiple sources, synthesize the information, and use it for the technological improvement and stewardship of food, fiber, and natural resource systems.	
Global economy and the politics of agriculture	Identify and define economic concepts that affect global agriculture: e.g., embargo, import taxes, World Bank, World Trade Organization. (middle school, high school)	**A. Global Agricultural Systems** A.8.2 Understand the variety, complexity, and size of the agricultural industry in Wisconsin and the United States. A.12.2 Understand the variety, complexity, and size of the agricultural industry in the world.	

TABLE 4.1 **Agricultural Education: Global Connections to Wisconsin's Academic Standards *(Continued)***

Concepts, Topics, and Issues	Sample Activities	Wisconsin's Academic Standards	Personal Notes: Where Can I Use This?
World population and food deficits	What are the politics of famine? How can people starve when food is being shipped to their country or when history shows there have always been droughts but not starvation? (grades 8–12)	**A. Global Agricultural Systems** A.8.1 Explain how geography affects plants and animals raised for food and fiber uses. A.8.2 Understand the variety, complexity, and size of the agricultural industry in Wisconsin and the United States. A.12.1 Identify how political policies and issues shape and influence food and fiber systems.	
Water pollution and its effects on agriculture	Investigate major causes of water pollution worldwide and study examples of seriously affected lakes, rivers, and seas. What are ways agricultural practices contribute to and can provide solutions to water pollution? (middle school, high school)	**E. Ecology/Environment** E.8.2 Describe and give examples of how land use impacts the environment.	
Service learning projects in agriculture	Visit the State Historical Society's Old World Wisconsin in Eagle, Wisconsin, to see the gardens and farms of early immigrant settlers. Plant a garden at a senior citizen center and do an oral history of their memories of gardening and growing up on family farms. (all levels)	**C. Leadership** C.4.3 Practice skills relating to communication, problem solving, and decision making through individual, group, and team processes.	
Sister city connections	Participate with the sister city organization in your town to do an agriculture-related project with the city with which you're linked. (all levels)	**C. Leadership** C.4.3 Practice skills relating to communication, problem solving, and decision making through individual, group, and team processes.	

TABLE 4.1 **Agricultural Education: Global Connections to Wisconsin's Academic Standards** *(Continued)*

Concepts, Topics, and Issues	Sample Activities	Wisconsin's Academic Standards	Personal Notes: Where Can I Use This?
International careers in agriculture	List 20 different career opportunities for an American student who understands farming and agricultural practices and can speak Spanish. (all levels)	**B. Information Technology** B.4.4 Explore career opportunities in food, fiber, and natural resources using various information resources. **D. Agriscience/Production** D.12.6 Understand the impact emerging technologies within hydroponics, aquaculture, and biotechnology have on the food and fiber industries and natural resources. **F. Business Management and Marketing** F.4.4 Recognize that a variety of occupations are involved in agricultural businesses.	

Professional Organizations with International Links for Agricultural Educators

National FFA Center
P. O. Box 68960
Indianapolis, IN 46268-0960
(317) 802-6060
Web site: http://www.ffa.org/international/

Nationally, there were 452,000 FFA members in the year 2000. Wisconsin has always been the state with the greatest participation in both inbound and outbound international programs. These are wonderful opportunities for students and teachers alike.

Agricultural Cooperative Development International/Volunteer Overseas Cooperative Assistance
50 F Street, N.W., Suite 1075
Washington, DC 20001
(202) 383-4961; fax, (202) 783-7204
Web site: http://www.acdivoca.org/

This nonprofit organization identifies economic opportunities for farmers and other entrepreneurs worldwide by promoting democratic principles and market liberalization, building international cooperative partnerships, and encouraging the sound management of natural resources.

TABLE 4.2 **Art and Design Education: Global Connections to Wisconsin's Academic Standards**

Concepts, Topics, and Issues	Sample Activities	Wisconsin's Academic Standards	Personal Notes: Where Can I Use This?
Architecture around the world	Make a visual display of great architectural structures from around the world.	**A. Visual Memory and Knowledge** Students will know and remember information and ideas about the art and design around them and throughout the world. A.4.3 Know about basic styles of art from their own and other parts of the world. A.8.4 Know about some styles of art and design from various times. A.8.6 Identify ways in which art is basic to thinking and communicating about the world.	
	Create a museum-style exhibit for the world language department on art styles from other countries.		
	Study great architectural monuments in history, such as the Taj Mahal (India), the Egyptian pyramids, Hagia Sophia (Byzantine masterpiece in Turkey), and Chichén Itzá (Mayan archeological site in the Yucatán, Mexico). (middle elementary, school)		
Art and design as entry points into another culture	Look for influences in artists' works, such as African designs in Pablo Picasso's work.	**B. Art and Design History, Citizenship, and Environment** Students will understand the value and significance of the visual arts, media, and design in relation to history, citizenship, the environment, and social development.	
Art and design history	Compare the way art and design from another continent such as Australia reflect different views about people, nature, and history. (middle school, high school)		

TABLE 4.2 **Art and Design Education: Global Connections to Wisconsin's Academic Standards *(Continued)***

Concepts, Topics, and Issues	**Sample Activities**	**Wisconsin's Academic Standards**	**Personal Notes: Where Can I Use This?**
Historical stories told in art and design	Study paintings of social and political concerns, such as Spanish artist Francisco Goya's *First of May* or Pablo Picasso's *Guernica* and write interpretations of them. (middle school, high school)	**B. Art and Design History, Citizenship, and Environment** B.8.1 Explore how artists and cultures throughout history have used art to communicate ideas and to develop functions, structures, and designs.	
Principles and elements of design in different cultures and time periods	Compare English, Japanese, and Turkish teapots. (all levels) Compare different artists' versions of a similar theme, such as Salvador Dalí's *Crucifixion* and Matthias Gruenwald's *Small Crucifixion*. (middle school, high school)	**C. Visual Art and Production** Students will design and produce quality original images and objects, such as paintings, sculptures, designed objects, photographs, graphic designs, videos, and computer images.	
Folk art from different cultures	Learn skills and folktales of Norwegian rosemaling (flower painting), Polish paper cutting, Japanese origami (paper folding), Cuna (Panama) molas, or Puerto Rican *vejigante* masks. (all levels)	**E. Visual Communication and Expression** E.4.3 Communicate basic ideas by producing popular images and objects, such as folk art, traditional arts and crafts, popular arts, mass media, and consumer products.	
Symbolism in folk art	Find environmental elements in indigenous weavings from Maya and Andean cultures. (all levels)	**E. Visual Communication and Expression** E.4.3 Communicate basic ideas by producing popular images and objects, such as folk art, traditional arts and crafts, popular arts, mass media, and consumer products.	
Contemporary design	Compare and contrast popular culture, clothing, and objects used daily by young people in the country you are studying. (all levels)	**E. Visual Communication and Expression** E.4.3 Communicate basic ideas by producing popular images and objects, such as folk art, traditional arts and crafts, popular arts, mass media, and consumer products.	
Stereotypes in media	List types of age, gender, race, occupational, and ethnic stereotyping in a popular family television show. (middle school, high school)	**F. Visual Media and Technology** F.8.4 Recognize stereotyping in visual media.	

Table 4.2 **Art and Design Education: Global Connections to Wisconsin's Academic Standards** ***(Continued)***

Concepts, Topics, and Issues	Sample Activities	Wisconsin's Academic Standards	Personal Notes: Where Can I Use This?
Feature films of current or historical events	See *Sankofu*, a feature film (125 min.) about slavery. Discuss how historic and artistic themes blend to capture emotion and chronicle events. (high school)	**G. Art and Design Criticism** G.12.3 Interpret more complex meanings in challenging works of art, including media arts.	
Public art and national identity	Find pictures from Cuba, Russia, and Poland showing political billboards and banners during and after their revolutions. How do people voice their political opinions through art? What are some U.S. examples? (high school)	**K. Making Connections** K.12.1 Connect knowledge and skills in art to other areas, such as the humanities, sciences, social studies, and technology.	
Art as a connector between history and emotion	Study a memorial, such as the Vietnam Memorial by Maya Ying Lin or the Holocaust Museum, and write a reaction. (middle school, high school)	**I. Personal and Social Development** I.8.5 Understand that art reflects the time and place in which it was created. I.8.6 Understand how creating or looking at art brings out feelings.	
Art and design as international languages	Exchange visual art projects with a sister school abroad, with both student groups developing art around a theme. What are some cultural differences in approaching and developing the theme? (all levels)	**K. Making Connections** K.4.3 Use what students are learning about life, nature, the physical world, and people to create art.	
Sister school projects Service learning—using art and design to enrich local communities	Choose an area immigrant center, for example, a Hmong or Tibetan cultural or community center. Work with people who go there to learn an art form, and decorate the center with examples of arts and folk arts by immigrants and by student learners. Do an oral history to learn more about how and why they came to the United States and how they learned the art or folk art. (grades 4–12)	**K. Making Connections** K.4.3 Use what students are learning about life, nature, the physical world, and people to create art.	

TABLE 4.2 **Art and Design Education: Global Connections to Wisconsin's Academic Standards *(Continued)***

Concepts, Topics, and Issues	Sample Activities	Wisconsin's Academic Standards	Personal Notes: Where Can I Use This?
Art and design as a means of understanding global issues and solving global problems	Pick a global challenge—e.g., terrorism, conflict, peace, pollution—and make a book with images and illustrations addressing the issue. (middle, high school)	**K. Making Connections** K.12.1 Connect knowledge and skills in art to other areas, such as the humanities, sciences, social studies, and technology.	

Professional Development Organizations with International Links for Arts Educators

InSEA (International Society for Education through Art
http://insea.unb.ca/inseaweb/)
President Diederik Schonau
Diederik.Schonau@cito.nl
DeHaaghe 8 Beuingen 6641 JC
The Netherlands

InSEA
Secretary Peter Hermans
PO Box 1109
6801 BC Arnhem
The Netherlands

USSEA (United States Society for Education through the Arts)
http://www.arts.ohio-state.edu/ArtEducation/USSEA/intro.html
Teresa Unseld, President
Art Department
207 Fine Arts Building
University of Kentucky
Lexington, KY 70506-0022
(606) 257-2252; fax, (606) 257-3042
E-mail: tunse00@pop.iky.edu

Fulbright Fellowships
Web site: http://www.iie.org/fulbright

TABLE 4.3 **Business Education: Global Connections to Wisconsin's Academic Standards**

Concepts, Topics, and Issues	Sample Activities	Wisconsin's Academic Standards	Personal Notes: Where Can I Use This?
International monetary systems	Bring in denominations of currency and coins from as many countries and continents as possible. Make photocopies so that at least one country on every continent is represented. Identify the value of selected denominations. Add, subtract, multiply, and divide, creating story problems to use different denominations. (elementary)	**C. Financial Procedures** Students will use financial procedures to make decisions about planning, organizing, and allocating resources.	
International business	Mark time zones on a world map. What time is it now in various countries? (elementary) What are English expressions related to time, and what are concepts of time in four different cultures of the world? (middle school) Give examples of how time zones affect businesses and how this can be an advantage or disadvantage. (high school)	**G. International Business** Students will develop the ability to participate in business transactions in both domestic and international businesses.	

TABLE 4.3 **Business Education: Global Connections to Wisconsin's Academic Standards** ***(Continued)***

Concepts, Topics, and Issues	Sample Activities	Wisconsin's Academic Standards	Personal Notes: Where Can I Use This?
Role-play for business leadership	In groups of three, write a formal welcome speech for a visiting delegation from China. Include a welcome phrase in Chinese. Practice giving your welcome in the small group without using notes, being attentive to politeness, gestures, posture, and clear statement of the day's goals and agenda. (middle school, high school)	**A. Communications** Students will communicate in a clear, courteous, concise, and correct manner on personal and professional levels. A.8.10 Demonstrate respect for differences in regional and multicultural communication.	
Packaging	How are products packaged differently in other countries? What are cultural explanations of differences? Read about showing traditional and contemporary Japanese packaging. Learn origami wrapping techniques for wrapping square, rectangular, and round objects. (elementary, middle school)	**G. International Business** Students will develop the ability to participate in business transactions in both domestic and international businesses.	
History and culture of international business partners	To be an effective businessperson, you need knowledge of the culture and history of the country and must begin to learn its language. Read a history book about a country in which you're interested and outline facts from history that might make a difference in marketing, products needed, or ability to create business networks. (all levels)	**G. International Business** Students will develop the ability to participate in business transactions in both domestic and international businesses.	

TABLE 4.3 **Business Education: Global Connections to Wisconsin's Academic Standards** ***(Continued)***

Concepts, Topics, and Issues	Sample Activities	Wisconsin's Academic Standards	Personal Notes: Where Can I Use This?
Trade regions	Wisconsin companies trade with countries in eight major trade regions: North America, Europe, Pacific Rim, Central America, Caribbean Basin, South America, North Africa, and Middle East. Create a competitive game to help fellow students remember names of countries, capitals, and official languages. (grades 4–12) Choose three countries within one region and use Internet resources to create a fact sheet of information important to a new business initiative. (middle school, high school)	**G. International Business** G.12.3 Locate major trade regions of the world.	
New technologies in business settings	Design and create a Web page, using a range of software. Link the Web page to related sites, including ones in other countries. Make your site readable in more than one language. (middle school, high school)	**B. Information Systems and Technology** Information systems and technology continue to change. Students must be able to select and apply from the tools available. To make informed decisions, the student must learn current technologies as well as understand ethical and social issues related to the use of technology.	
Service learning with a partner school abroad	Decide on the same service learning or community service project that your sister school abroad will do. Exchange photos and results. What were cultural differences in how the activity was carried out? (all levels)	**E. Entrepreneurship** E.12.2 Participate in a career-related community service activity.	
World language skills	"If you don't know the language of the country, you can buy, but you can't sell." What does this expression mean? Find case studies of business ventures that failed or succeeded based on cultural knowledge and language proficiency. (middle school, high school)	**G. International Business** G.12.6 Recognize challenges in business related to people speaking various languages.	

TABLE 4.3 **Business Education: Global Connections to Wisconsin's Academic Standards** ***(Continued)***

Concepts, Topics, and Issues	Sample Activities	Wisconsin's Academic Standards	Personal Notes: Where Can I Use This?
International business careers	Invite a lawyer to class who works in copyright, telecommunications, environmental, or consumer law. How do global markets impact her field? What are example problems she works with? What skills and education are needed to work across cultures? (middle school, high school)	**G. International Business** Students will develop the ability to participate in business transactions in both domestic and international businesses.	

Professional Organizations with International Links for Marketing Educators

Wisconsin Council for Economic Education
161 W. Wisconsin Ave. Suite 3150
Milwaukee, WI 53203
Web site: http://www.wisecon.org

Center for International Business Education and Research (CIBER)
Web site: http//www.mgmt.purdue.edu/CIBER/
Purdue University has excellent links for business and marketing education teachers, and UW–Madison has a CIBER center as well.

The Japan Trade Center
725 Figueroa Street, Suite 1890
Los Angeles, CA 90071
(213) 624-8855
Provides a wealth of information about Japanese business and marketing, as well as cultural links.

African Studies Program
205 Ingraham Hall
University of Wisconsin–Madison
1155 Observatory Drive
Madison, WI 53706 (608) 262–2380
E-mail: afrst@macc.wisc.edu;
Web site: http://polyglot.lss.wisc.edu/afrst/asphome.html

TABLE 4.4 **Conflict Resolution: Global Connections to Wisconsin's Academic Standards**

The United Nations General Assembly has designated 2001–2011 as "The Decade for a Culture of Peace and Nonviolence for the Children of the World." Watch for curriculum materials that will be made available from a wide number of sources.

Concepts, Topics, and Issues	**Sample Activities**	**Wisconsin's Academic Standards**	**Personal Notes: Where Can I Use This?**
Understanding different perspectives	Read or briefly tell a short folktale that may be familiar to many children in the class, such as "The Three Little Pigs,"[1] and ask children to retell it from the *Wolf's* point of view, the *grandmother's* point of view, or the point of view of a *tree* in the forest. (elementary)	**C. Political Science and Citizenship: Power, Authority, Governance, and Responsibility (Social Studies)** C.4.1 Identify and explain the individual's responsibilities to family, peers, and the community, including the need for civility and respect for diversity.	
	For older children, choose an event in the day's headlines and ask them to develop different points of view to explain motive, emotions, and actions, for example, the alleged criminal, the victim, the criminal's mother. (middle school, high school)	**C. Oral Language (Language Arts)** C.8.2 Listen to and comprehend oral communications. Evaluate the reliability of information in a communication, using criteria based on prior knowledge of the speaker, the topic, and the context and on analysis of logic, evidence, propaganda devices, and language. (See also Foreign Language Standards.)	
Interpersonal conflict and different styles of conflict resolution	Students participate in a joint project (classroom-to-classroom contacts via E-mail) using a simplified conflict-resolution framework to help them articulate their experiences with interpersonal conflict (e.g., disputes at home and in school, on the playground, on the street). Explore different approaches to resolving conflicts. (all levels)	**E. Behavioral Sciences: Individuals, Institutions, and Society (Social Studies)** E.4.6 Give examples of group and institutional influences such as laws, rules, and peer pressure on people, events, and culture. **D: Personal and Social Responsibility (Family and Consumer Education)** D.5 Apply citizenship values (including honesty, respect, and responsibility), and work cooperatively to resolve dilemmas that come up at school, such as difficulties over respecting public and private property, practicing honesty, and dealing with physical or verbal abuse. (See also Health Education Standards.)	

TABLE 4.4 **Conflict Resolution: Global Connections to Wisconsin's Academic Standards *(Continued)***

Concepts, Topics, and Issues	**Sample Activities**	**Wisconsin's Academic Standards**	**Personal Notes: Where Can I Use This?**
Different cultural values about conflict	Read and discuss a novel (children's or young adult fiction) that is thematically centered on conflict within a community, between groups within a nation, or between nations. Ask: Is conflict necessarily "bad"? When is it OK to use violence to achieve a goal? What peaceful alternatives existed for characters in this story? Why was the conflict resolved or not resolved? (all levels)	**E. Behavioral Sciences: Individuals, Institutions and Society (Social Studies)** E.4.14 Describe how differences in cultures may lead to understanding or misunderstanding among people. E.8.11 Explain how beliefs and practices, such as ownership of property or status at birth, may lead to conflict among people of different regions or cultures, and give examples of such conflicts that have and have not been resolved. (See also Health Education and Language Arts Standards.)	
Empathy for leaders and ordinary people in struggle and conflict	Provide students with a set of quotations by leaders and participants in a specific historical or contemporary setting (such as South Africa during apartheid, the Israeli/Palestinian conflict). Select quotations that illustrate a range of perspectives describing how people in different groups perceive the problem and its possible solution. Use news media or primary sources. For each quotation, ask: How would you feel if you were this person? Why do people see this conflict differently? Students respond orally (class discussion) and then more comprehensively in written assignments. (middle school, high school)	**B. History: Time, Continuity, and Change (Social Studies)** B.12.8 Recall, select, and explain the significance of important people, their work, and their ideas in the areas of political and intellectual leadership, inventions, discoveries, and the arts, within each major era of Wisconsin, United States, and world history. **E. Behavioral Sciences: Individuals, Institutions, and Society (Social Studies)** E.8.12 Describe conflict-resolution and peer-meditation strategies used in resolving differences and disputes. (See also Language Arts and Foreign Language Standards.)	

TABLE 4.4 **Conflict Resolution: Global Connections to Wisconsin's Academic Standards** ***(Continued)***

Concepts, Topics, and Issues	Sample Activities	Wisconsin's Academic Standards	Personal Notes: Where Can I Use This?
Human rights of children	Students work individually to try to list the rights of children outlined in the United Nations Declaration of Rights of the Child. They move to small groups, combining and grouping their lists into categories. When presented with the actual U.N. list, American children are often surprised at the basic and nonmaterial aspects of rights, for example, the right to a name. (elementary)	**D. Personal and Social Responsibility (Family and Consumer Education)** Students will assume responsibility as family members and citizens and take informed, socially responsible individual, family, and community action. **D. Personal and Social Responsibility (Family and Consumer Education)** D.5 Intro Level. Apply citizenship values (including honesty, respect, and responsibility), and work cooperatively to resolve dilemmas that come up at school, such as difficulties over respecting public and private property, practicing honesty, and dealing with physical or verbal abuse. (See also Foreign Language, Language Arts, and Social Studies Standards.)	
Effects of violence and war on children's lives	Use slides (photos or children's artwork) of situations showing families and children affected by violence and war. Ask students to imagine how the children feel about what has happened. Make the lesson interactive: students stand in front of figures in the slide and tell their stories to reporters (other students) who interview them. Settings and images should be age appropriate. Include positive information, like how people showed courage and how they survived. Use, for example, drawings by Rwandan children in *Witness to Genocide—The Children of Rwanda* (Salem 2000) or *I Never Saw Another Butterfly* (Volakova 1994), which includes drawings and poetry by Jewish children	**I. Personal and Social Development (Art & Design)** I.8.6 Understand how creating or looking at art brings out feelings. I.8.4 Recognize that their own feelings affect how they look at art. I.8.5 Understand that art reflects the time and place in which it was created. **C. Political Science and Citizenship: Power, Authority, Governance, and Responsibility (Social Studies)** C.12.15 Describe and analyze the origins and consequences of slavery, genocide, and other forms of persecution, including the Holocaust. **D. Personal and Social Responsibility (Family and Consumer Education)** D.5 (Advanced) Discuss possible action strategies or solutions to everyday ethical dilemmas in light of citizenship values, such as honesty, respect, and responsibility.	

TABLE 4.4 **Conflict Resolution: Global Connections to Wisconsin's Academic Standards** ***(Continued)***

Concepts, Topics, and Issues	Sample Activities	Wisconsin's Academic Standards	Personal Notes: Where Can I Use This?
Effects of violence and war on children's lives *(continued)*	during the Holocaust. Connect the lesson to the United Nations theme for 2001–2010—"The Decade for a Culture of Peace and Nonviolence for the Children of the World." (upper elementary, middle school, high school, when materials are age appropriate)		
Cooperation and humanitarian aid	Students engage in a service learning project, first studying a particular local problem with international manifestations (e.g., hunger, disappearance of green spaces). Students pick a way to become part of a solution and with adult assistance carry out an action project, relating parts of it (writing, reading, research, presentations) to curriculum. (all levels)	**B. History: Time, Continuity, and Change (Social Studies)** B.8.10 Analyze examples of conflict, cooperation, and interdependence among groups, societies, or nations. **E. Behavioral Sciences: Individuals, Institutions, and Society (Social Studies)** E.4.15 Describe instances of cooperation and interdependence among individuals, groups, and nations, such as helping others in famines and disasters.	
International aid problems	Assumptions of Western or technological superiority, lack of involvement of local communities in the solution, and failures of international development projects can be introduced to provide a more challenging dimension. Invite international aid workers to give class presentations. (middle school, high school)		
Connections to new immigrant students	Interview persons connected with new-immigrant communities to understand the conflicts that led people to become refugees. How were families affected? How have the lives of the children changed? Pair students with ESL students in the school to do reports documenting their "path" to the school. How are immigrant communities still involved in solving the conflict abroad? (middle school, high school)	**C. Political Science and Citizenship: Power, Authority, Governance, and Responsibility (Social Studies)** C.12.2 Describe how different political systems define and protect individual human rights.	

Table 4.4 **Conflict Resolution: Global Connections to Wisconsin's Academic Standards** ***(Continued)***

Concepts, Topics, and Issues	Sample Activities	Wisconsin's Academic Standards	Personal Notes: Where Can I Use This?
Ethnic conflict in this community	Examine an incidence of ethnic conflict in the community. Interview people from various perspectives, including law enforcement officers, social workers, government officials, and participants. Teacher and guidance counselor help students understand the background of the conflict and processes of bias, stereotyping, and anger management. What can students do to be part of a community solution? Look at a conflict in India or Ireland: What are similarities and differences? (middle school, high school)	**E. Behavioral Sciences: Individuals, Institutions and Society (Social Studies)** E.8.7 Identify and explain examples of bias, prejudice, and stereotyping and how they contribute to conflict in a society. **A. Mathematical Processes (Mathematics)** A.8.1 Use reasoning abilities to evaluate information, perceive patterns, identify relationships, formulate questions for further exploration, evaluate strategies, justify statements, test reasonableness of results, and defend work. **C. Family Action (Family and Consumer Education)** C.1 (Intermediate) Understand and use communication to reach understanding and agreement. Demonstrate how to speak and respond with empathy and respect, such as asking questions to probe intended meaning, negotiating shared meaning, and asking for and giving feedback.	
Human, civil, and political rights as global concerns	Students research a country where human rights violations are allegedly occurring (in the context of political opposition, resistance, or civil disobedience). In small groups, students decide on research, and make a connection to the country, such as writing to a political leader, writing a letter to a political prisoner, or writing a letter to an elected representative. (middle school, high school)	**C. Political Science and Citizenship: Power, Authority, Governance, and Responsibility (Social Studies)** C.8.1 Identify and explain democracy's basic principles, including individual rights, responsibility for the common good, equal opportunity, equal protection of the laws, freedom of speech, justice, and majority rule with protection for minority rights. **D. Economics: Production, Distribution, Exchange, and Consumption (Social Studies)** D.12.4 Explain and evaluate the effects of new technology, global economic interdependence, and competition on the development of national policies and on the lives of individuals and families in the United States and the world.	

TABLE 4.4 **Conflict Resolution: Global Connections to Wisconsin's Academic Standards** ***(Continued)***

Professional Organizations with International Links for Educators Interested in Conflict Resolution

Educators for Social Responsibility (ESR)
23 Garden Street
Cambridge, MA 02138
(617) 492-1764; fax, (617) 864-5764
E-mail: educators@esrnational
Web site: http://www.esrnational.org
Provides professional services and teaching materials that address social and emotional learning, conflict resolution and diversity education.

United Nations Children's Fund (UNICEF)
Web site: http://www.unicef.org/
UNICEF works to better the conditions of children worldwide.
Information on this site, which has a built-in search engine, can be found on topics ranging from the threat of land mines to children to the problem of child labor.

Peers in Education Addressing Conflict Effectively (PEACE)
State Bar of Wisconsin
PO Box 7158
Madison, WI 5377–7158
(608) 266-3067, Asst. Attorney General's Office
(608) 250-6191, Dee Runaas; E-mail: drunaas@wisbar.org
PEACE is a program designed to help train student mediators to act as "peacemakers" in their schools.

Conflict Resolution Education Network (CREnet)
1527 New Hampshire Avenue, NW
Washington, DC 20036
(202) 667-9700; fax, (202) 667-8629
E-mail: membership@crednet.org
Web site: http://www.crenet.org
Dedicated to making conflict-resolution education an integral part of the educational process in every school with conferences and publications relating to violence prevention, collaborative learning, and peer mediation.

Amnesty International (AI)
Web site: http://www.amnesty.org/index.html
Amnesty International provides information about human rights around the world. AI Library has information about human rights statistics and campaigns in specific countries and world regions.

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[1] See *The True Story of the Three Pigs by A. Wolf* (Scieska 1989) or, for "Little Red Riding Hood," *The Maligned Wolf* (Fearn 1974).

TABLE 4.5 **Dance: Global Connections to Wisconsin's Academic Standards**

Concepts, Topics, and Issues	Sample Activities	Wisconsin's Academic Standards	Personal Notes: Where Can I Use This?
Folk dances from other cultures	Learn and perform dances from different cultures. Study the geography, historical period, costume, and cultural context of the dance. How does the dance relate to the music and instruments used? (all levels)	**A. Motor Learning** Students will recognize, understand, and demonstrate movement elements and skills in dance. **D. Choreography** Students will create movement compositions based on choreographic principles, processes, and forms. **H. Making Connections** H.8.1 Learn from resources in the community a folk dance of a different culture or a social dance of a different time period, study the culture and historical context of that dance, and effectively share the dance and its context with peers.	
Dances from ethnic and cultural groups in this school and community	Attend a pow-wow and participate in the dancing. Learn to recognize different types of pow-wow dances, the customs and etiquette of a pow-wow, and the cultural history of host group. (high school) Learn, choreograph, and perform a dance popular with high school students of African American background. (high school) Invite a Hmong children's performing group to your school. Learn about the geography, countries of origin, costumes, and differences and similarities in home life of the Hmong children. Learn a Hmong dance together with the student performers. (elementary)	**A. Motor Learning** A.1 Explore and integrate the three elements of dance (space, time, and force) and focus on the relationships of body parts to each other, dancers to each other, and dancers to objects. **B. Improvisation** Students will improvise using movement elements, themes, personal experience, and imagination. **D. Choreography** D.1 Demonstrate the following skills: leading, following, echoing, and mirroring. D.5 Demonstrate the ability to work effectively alone, cooperatively with a partner, and in small groups. **G. Appreciation** Students will reflect upon and appreciate dance as an art form past and present	

TABLE 4.5 **Dance: Global Connections to Wisconsin's Academic Standards** ***(Continued)***

Concepts, Topics, and Issues	Sample Activities	Wisconsin's Academic Standards	Personal Notes: Where Can I Use This?
Cross-cultural themes and similarities in dance forms	Invite performers to your school or view videos of Chinese dance, Indonesian dance, Korean dance, or South Indian classical dance.	**G. Appreciation** Research and discuss the traditions and techniques of a non-Western classical dance form.	
	Study the geography, historical period, and cultural context of the dance. What are similarities? (middle school, high school)		
Dance as an international language	Perform a dance and send it, on video, to your sister school. They send you a dance, and you both learn each other's dance. (K–12)	**E. Critical Thinking** E.12.3 Analyze a dance in terms of a choreographer's intent and the possible context of this dance in relation to societal issues such as ethnicity, gender, social or economic class, age, and/or physical condition.	
	What does it mean "to dance?" When do we dance? What kinds of dances do we do in different places? (elementary, middle school)	E.12.5 Analyze a work of visual art (painting or sculpture) and create a dance based on the analysis.	
	Argentina's tango: What social class and gender gestures are communicated? The same dance can have different meanings to different people. (middle school high school)		
Dance as an expression of human ideals	Work with a classroom in another school or country. Select a theme of shared interest. Perform and videotape the choreographed dance in both countries at a school assembly or community event. (high school)	**F. Communication and Expression** F.4 Create a dance that effectively communicates a contemporary social theme.	
Famous dancers from other countries, cultures, and historical periods	Read biographies and see films of dancers. What training does a professional dancer need, and what lifestyle does he or she lead, for example, Rudolf Nureyev or Anna Pavlova, Russia; Edith Kanakole, Hawai'i. (all levels)	**G. Appreciation** G.4.1 Research influential dancers, choreographers and styles (modern ballet, square, Ghanaian, Middle Eastern)	

TABLE 4.5 **Dance: Global Connections to Wisconsin's Academic Standards *(Continued)***

Professional Organizations with International Links for Dance Educators

National Dance Education Organization (NEDO)
4948 St. Elmo Ave. Suite 207
Bethesda, MD 10814
(301) 657-2880; fax, (301) 657-2882
E-mail: ndeo@erols.com
Emphasizes dance as one of the arts.

International Arts Bureau
4 Baden Place, Crosby Row
London SE1 1YW
England
120-7403 7001; fax, 120 7403 2009
E-mail: enquiry.iab@mcmail.com
Web site: http://www/arts.org.uk/directory/
Provides information and advice on cultural policies, networks, and funding programs from around the world.

National Dance Association (NDA)
1900 Association Drive
Reston, VA 20191
(703) 476-3400; toll-free, (800) 213-7193
E-mail: webmaster@aahperd.org
Web site: www.aahperd.org/
Links dance to physical education programs.

International Council for Health, Physical Education, Recreation, Sport, and Dance (ICHPERSD)
1900 Association Drive
Reston, VA 20191
(703) 476-3486; fax, (703) 476-9527; toll-free, (800) 213-7193
E-mail: ichper@aahperd.org

Within countries and continents, there are many dance organizations, such as

Folklore Village Farm
Route 3, Co Hwy BB
Dodgeville, WI 53533
(608) 924-4000
This year-round rural folk arts center hosts family folk arts celebrations does K–12 school programs and teaches workshops on folk dance from many countries and from various Wisconsin ethnic communities.

African Association for Health, Physical Education, Recreation, Sport and Dance
Department of Physical Education
PO Box 0022
University of Botswana
Gaborone, Botswana
1267 351151; fax, 1267 356591
E-mail: wekesam@noka.ub.bw

TABLE 4.6 **English Language Arts and Reading: Global Connections to Wisconsin's Academic Standards**

Concepts, Topics, and Issues	Sample Activities	Wisconsin's Academic Standards	Personal Notes: Where Can I Use This?
Literature from around the world	Enrich children's reading selections with more multicultural and international readings. *Our Family, Our Friends, Our World: An Annotated Guide to Significant Multicultural Books for Children and Teenagers* (Miller-Lachman 1992) is an excellent resource that annotates examples of all kinds of books from world regions.	**A. Reading and Literature** Students will read and respond to a wide range of writing to build an understanding of written materials, of themselves, and of others. A.4.2 Draw upon a reservoir of reading material, including fairy tales, fables, and narratives from the United States and cultures worldwide, to understand plots, make predictions, and relate reading to prior knowledge and experience.	
Literature in translation	*Children's Books from Other Countries* (Tomlinson 1998), sponsored by the United States Board of Books for Young People (USBBY), contains useful information and annotated bibliographies. (all levels)	(See specific examples in Table 4.7, International Themes in Literature for Young People) A.4.3 Demonstrate the ability to integrate general knowledge about the world and familiarity with literary and nonliterary texts when reflecting upon life's experiences. A.8.3 Identify common social, historical, and cultural themes and issues in literary works and selected passages. A.12.3 Examine, explain, and evaluate, orally and in writing, various perspectives concerning individual, community, national, and world issues reflected in literary and nonliterary texts.	

Table 4.6 **English Language Arts and Reading: Global Connections to Wisconsin's Academic Standards** ***(Continued)***

Concepts, Topics, and Issues	Sample Activities	Wisconsin's Academic Standards	Personal Notes: Where Can I Use This?
Multicultural literature by U.S. authors	Enrich student reading with more books with multicultural themes. **Cooperative Children's Book Center (CCBC),** School of Education, University of Wisconsin–Madison, Madison WI 53706, (608) 263-3720 has an excellent Web site: http://www.education.wisc.edu/ccbc	**A. Reading and Literature** A.12.2 Draw on a broad base of knowledge about universal themes of literature such as initiation, love and duty, heroism, illusion and reality, salvation, and death and rebirth and explain how these themes are developed in a particular work of literature. Investigate and report on ways in which a writer has influenced or been influenced by historical, social, and cultural issues or events.	
	CCBC Choices is a superb, annual, annotated bibliography of new children's and young adult literature. CCBC, 4290 Helen C.White Hall, 600 N. Park St., Madison, WI 53706. Write or check Web site to request mailing of *Choices* and inquire about cost of postage and handling.	A.4.2 Draw upon a reservoir of reading material, including fairy tales, fables, and narratives from the United States and cultures worldwide, to understand plots, make predictions, and relate reading to prior knowledge and experience. A.4.2 Summarize ideas drawn from stories, identifying cause-and-effect relationships, interpreting events and ideas, and connecting different works to each other and to real-life experiences.	
	Multicultural Literature of Children and Young, Adults, vol. 1 (1980–1990), vol. 2 (1991–1996). Annotated bibliography of over 400 publications by or about African Americans, American Indians, Asian Americans, and Latinos. Available from Wisconsin Department of Public Instruction, (800) 243-8782. (all levels) (See specific examples on following pages.)	A.4.2 Extend the literal meaning of a text by making inferences and evaluating the significance and validity of texts in light of prior knowledge and experience.	
Summarizing to comprehend different perspectives	Restate the written or spoken opinions of two persons who do not agree with each other. Before evaluating a point of view, a student must first comprehend it. Summary skills, and an ability to restate a position to the satisfaction of the person expressing it, are invaluable skills in cross-cultural communication and negotiation. (all levels)		

TABLE 4.6 **English Language Arts and Reading: Global Connections to Wisconsin's Academic Standards** *(Continued)*

Concepts, Topics, and Issues	Sample Activities	Wisconsin's Academic Standards	Personal Notes: Where Can I Use This?
Perspectives	Rewrite a story from a different point of view. Tell a story with which you're familiar and then try to rewrite it, taking the part of one of the "villains" or old persons or a tree in the forest, for example, "The Three Little Pigs" as told by the wolf or the grandmother. (elementary) Summarize a book you have read from the viewpoints of two contrasting characters. (middle achool, high school)	**B. Writing** Students will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain. B.4.1 Create or produce writing to communicate with different audiences for a variety of purposes. Write for a variety of readers, including peers, teachers, and other adults, adapting content, style, and structure to the audience and the situation.	
Persuasive writing	Write letters to the editor of the school newsletter, the local newspaper, the local television news desk, Web sites, or the school newspaper to present researched opinions. (all levels)	B.8.1 Write a persuasive piece that includes a clear position, a discernible tone, and a coherent argument with reliable evidence.	
Detecting bias	Invite classroom guests from other cultures or issue-related organizations. Discuss current news events. Debate global issues. (middle school, high school)	**C. Oral Language** Students will listen to understand and will speak clearly and effectively for diverse purposes. C.12.1 Construct and present a coherent argument, summarizing then refuting opposing positions and citing persuasive evidence. C.12.1 Demonstrate ability to debate an issue from either side. C.12.3 Detect and evaluate a speaker's bias. C.12.3 Be aware of and try to control counterproductive emotional responses to a speaker or ideas conveyed in a discussion.	

Table 4.6 **English Language Arts and Reading: Global Connections to Wisconsin's Academic Standards** ***(Continued)***

Concepts, Topics, and Issues	Sample Activities	Wisconsin's Academic Standards	Personal Notes: Where Can I Use This?
Films made abroad or films focusing on other cultures	What are universal themes common to all people? What things in the film are culturally specific to just these people, just this place, or just this time in history? (middle school, high school) India produces more movies than even the United States. Watch a film made in India and discuss different cultural treatment of, for example, romance, music, heroes and heroines, protest, fashion, realism. How do movie techniques influence the story line? (middle school, high school)	**E. Media and Technology** Students will use media and technology critically and creatively to obtain, organize, prepare, and share information; to influence and persuade; and to entertain and be entertained.	
Critical viewing Media criticism News analysis	Listen to news broadcasts on three different days from three different sources (e.g., Pacifica Radio, BBC TV or Radio, and CNN). Compare vocabulary used, topics and stories chosen, sources cited. (high school)	**E. Media and Technology** E.4.2 Recognize basic propaganda techniques. E.12.2 Develop and apply evaluative criteria of accuracy and point of view to broadcast news programs.	
	Watch films written and produced by filmmakers from a variety of countries and cultures. (all levels)	E.8.5 Revise media productions by adding, deleting, and adjusting the sequence and arrangement of information, images, or other content to improve, focus, clarify, or effect.	
Family history and genealogy	Research, write, and illustrate a family history. Research historical issues that influenced immigrants' decisions to move, native peoples' responses to incursion, or West African resistance to slave trading exploits. (all levels)	**F. Research and Inquiry** Students will locate, use, and communicate information from a variety of print and nonprint materials. F.4.1 Propose research by formulating initial questions, narrowing the focus of a topic, identifying prior knowledge, and developing a basic plan for gathering information.	

TABLE 4.6 **English Language Arts and Reading: Global Connections to Wisconsin's Academic Standards** ***(Continued)***

In-depth international issue reporting	Listen to news broadcasts on three different days from three different sources (e.g., BBC TV or radio, CNN, local TV). Compare vocabulary used, topics and stories that lead the news, sources interviewed. (high school)	F.4.1 Conduct research by identifying, locating, exploring, and effectively using multiple sources of information appropriate to the inquiry, including print, nonprint, and electronic sources. F.8.1 Conduct interviews, field studies, and experiments and use specialized resources when appropriate to an investigation. F.12.1 Evaluate the usefulness and credibility of data and sources by applying tests of evidence, including bias, position, expertise, adequacy, validity, reliability, and date.

Professional Organizations with International Links for Language Arts and Reading Teachers

International Board on Books for Young People (IBBY)
E-mail: ibby@eye.ch
Web site: www.ibby.org
Supports literacy and reading initiatives all over the world.

U.S. section of IBBY that Americans may join is:
U.S. Board on Books for Young People (USBBY)
c/o International Reading Association
800 Barksdale Road, PO Box 8139
Newark, DE 19714-8139
(301) 731-1600; fax, (310) 731-1057; toll-free, (800) 336-READ
E-mail: publinfo@reading.org
Web site: http://www.reading.org

National Council of Teachers of English
1111 W. Kenyon Road
Urbana IL 61801
(800) 369-6283; fax, (217) 328-0977
Convention Dept. host annual convention abroad.

Teachers of English to Speakers of Other Languages (TESOL)
700 South Washington Street, Suite 200
Alexandria, VA 22314 USA
Web site: http://www/tesol.org
Includes interest sections including ESL in Bilingual Education, ESL in Elementary Education, ESL in Secondary Schools, English as a Foreign Language, Refugee Concerns, and Teacher Education.

TABLE 4.7 **English Language Arts and Reading: International Themes in Literature for Young People**

Grade Level (Examples)	Multicultural Literature	Stories with Global Themes	Literature in Translation
Elementary	☐ ***In My Family/En Mi Familia*** by Carmen Lomas Garza. San Francisco: Children's Book Press, 1996. 32 pp. ISBN 0-89239-138-3. K–older. In this bilingual picture book celebrating Mexican American culture, Lomas Garza shares memories of growing up in her hometown of Kingsville, Texas, near the Mexican border. Her paintings and first-person reflections of children and adults playing and working together as they prepare food, celebrate life events, and mend ills enable readers to understand constancy and change among family and friends. Truly for all ages, this is an important addition to any study of family, community, personal storytelling, or narrative painting.	☐ ***Mama and Papa Have a Store*** by Amelia Lau Carling. New York: Dial, 1998. 32 pp. ISBN 00-8037-2044-0. Pre-K–grade 4. In the heart of Guatemala City, a Chinese immigrant family owns a specialty store where they sell fabric, buttons, thread, and ribbons, in addition to a small selection of Chinese imports. The events of a typical busy day are recounted as seen through the eyes of the family's youngest daughter, who is not yet old enough to attend school. We hear the voice of a young child in her first-person narration and see what she sees in the delicately detailed watercolor paintings that accompany the story: the sounds, the colors, the anticipation of her older siblings' return at midday for the large family meal they'll share, and her interest in the Maya customers who have an affinity for the store owners due to a shared sense of style and color. Through the details of everyday life, we see how cultures peacefully coexist and enrich each other in this dazzling autobiographical picture story.	☐ ***Vendela in Venice*** by Christina Björke. Translated from the Swedish by Patricia Crampton. Illustrated by Inga-Karin Eriksson. U.S. edition: New York, NY: R & S Books, 1999. 93 pp. ISBN 91-29-64559. (ages 7–12) 1999 Honour Book for Mildred V. Batchhelder Award for Translated Children's Books. Elementary school–age Vendela and her father travel from their Stockholm home for a week in Venice. Their highly visual fictional trip is part story and part travelog. Full-color illustrations have them riding in a *vaporetto*, noticing images of lions, going to St. Mark's Square, visiting the glassblowers' island of Murano, and finally seeing the famous horses. A map, art reproductions, building cross-sections and images of posters and tickets make the book visually rich.

TABLE 4.7 **English Language Arts and Reading: International Themes in Literature for Young People** *(Continued)*

Grade Level (Examples)	Multicultural Literature	Stories with Global Themes	Literature in Translation
Elementary examples	■ ***The Birchbark House*** by Louise Erdrich. New York, NY: Hyperion, 1999. 235 pp. ISBN 0-7868-4. Ages 8–12. A novel that moves with grace and certainty through the seasons ties the cycle of life, death, and renewal to a seven-year-old Ojibwe girl and her family during the mid-nineteenth century. The continued advance of white traders and settlers into Lake Superior (today Madeleine Island) lands once inhabited exclusively by Native peoples is bringing change to the lives of the Ojibwe, where Omakayas and her family live. When two white traders who arrive in the middle of winter bring smallpox to her village, Omakayas is physically untouched but emotionally devastated. Louise Erdrich's moving historical novel is an important chronicle of Ojibwe culture and U.S. and American Indian history. The lyrically told story never strays from a child's emotional understanding of grief and heartbreak, as well as joy and wonder.	■ ***Vacation in the Village: A Story from West Africa*** by Pierre Yves Njeng. U.S. edition. Honesdale, PA: Boyds Mills Press, 24 pp. 1999. ISBN 1-56397-768-0. Ages 6–9. Originally published in Cameroon by an organization of writers and artists who strive to give African children stories of lives that will seem familiar to them, this picture story features a city boy named Nwemb who spends his summer vacation in the small village where his grandparents live. At first Nwemb is worried that there won't be anything to do, but soon his cousin Masso has him fishing, playing games, climbing trees, and listening to the stories grandfather tells about their ancestors. This is a wonderful glimpse into the life of a contemporary West African child, with brightly colored illustrations rendered in a naive style.	■ ***Secret Letters from 1 to 10*** by Susie Morgenstern. Translated from the French. New York, NY: Viking, 1998. 137 pp. ISBN 06708800-78. Grades 5–6. A contemporary boy and girl. Boy lived sheltered life, raised by his grandmother. Girl is from a huge, carefree, freewheeling family. She blows into his life. They become friends. In the course of events, the boy's father emerges.

TABLE 4.7 **English Language Arts and Reading: International Themes in Literature for Young People** ***(Continued)***

Grade Level (Examples)	Multicultural Literature	Stories with Global Themes	Literature in Translation
Middle School Examples	☐ ***The Circuit: Stories from the Life of a Migrant Child*** by Francisco Jiménez. Boston, MA: Houghton-Mifflin, 1999. 116 pp. ISBN 0-395-97902-1. Grades 6–8. The dream of this family from rural Jalisco, Mexico, is to go north, cross *la frontera* and leave poverty behind. Papá, mamá, and two young boys make the long journey and cross the barbed-wire barricade without being spotted by *la migra*. In California, they join "the circuit" of migrant workers following the crops to be picked: strawberries, cotton, carrots. The author poignantly weaves the family's customs, beliefs, and hopes with the cruel reality of never-ending migrant labor camps from which escape is nearly impossible. The family's culture, rich in stories, love, and endurance, nurtures its growth to 10 members in the new environment where the dream is nearly lost. The independently told stories lend themselves to being read out loud to a wide range of audiences.	☐ ***Habibi*** by Naomi Shihab Nye. New York, NY: Simon Schuster, 1997. 259 pp. ISBN 0-689-80149-1. Fourteen-year-old Liyana Abboud does not want to leave St. Louis, but her family's move to Jerusalem leads her to a new life. She encounters a grandmother she has never met, a history bigger than she is, and a new feeling for peace. Does a good job of capturing feelings of young teen girls.	☐ ***The Friends*** by Kazumi Yumoto. Translated from the Japanese. New York, NY: Farrar, Straus and Girout 1996. Available in paperback. Grades 5–7. 169 pp. ISBN 0-374-32460-3. Three middle school boys are supposed to be going to cram school to study for their high school entrance exams. But instead they skip classes to spy on the oldest person they can find. Maybe he'll collapse and die?. The older man knows he's being watched, though, and soon the boys, each with his own story and curiosity about mortality, are helping him to continue a life made richer by connections with young people.

TABLE 4.7 **English Language Arts and Reading: International Themes in Litrature for Young People** *(Continued)*

Grade Level (Examples)	Multicultural Literature	Stories with Global Themes	Literature in Translation
Middle School/ High School Examples	■ ***Remix: Conversations with Immigrant Teenagers*** by Marina Budhos. New York, NY: Henry Holt, 1999. 144 pp. ISBN 0-8050-5113-9. Ages 14 and older. A thoughtful collection of profiles of teenagers who have emigrated to the United States. Each teen encounters cultural clashes: between life in their native countries and life in America, between new ways of doing things and traditions their parents hold dear, or between cultures within the communities where they are living. As they talk about the struggles and benefits of life in their new home, the teens reveal their personalities. One of the teens profiled, originally from Laos, lives in Madison, Wisconsin.	■ ***Tonight, by Sea*** by Frances Temple. New York, NY: Orchard Books, 1995. 152 pp. ISBN 0-531-06899-4. Young adult. As government brutality and poverty become unbearable, Paulie joins with others in her small Haitian village to help her uncle secretly build a boat they will use to escape to the United States. The story, told from Paulie's point of view, sensitively weaves political and economic issues into the cultural fabric of the characters. With a subtle touch, Temple gives a very real sense of life in Haiti before Aristide's return. Beyond the poverty, she shows the strength and community that media images often fail to capture.	■ ***Asphalt Angels*** by Ineke Holtwijk. Translated from the Dutch by Wande Boeke. Asherville, NC: Front Street Press, 1999. 184 pp. ISBN 1-88-6910-24-3. Grade 8 and older. A gritty, realistic novel about street kids in contemporary Rio de Janeiro is narrated by 13-year-old Alex, the newest member of a group of peers who call themselves the Asphalt Angels. Life on the streets is tough and the Angels do what they have to in order to survive, including stealing and drug running. Because Alex is a thoughtful kid who agonizes over every act of wrongdoing and flat-out refuses to engage in some criminal behavior, this compelling novel will inspire discussion of ethnic and moral decisions on the part of older children.

Note: All summaries taken from CCBC Choices, http://www.education.wisc.edu/ccbc.

TABLE 4.8 **Environmental Education: Global Connections to Academic Standards**

Concepts, Topics, and Issues	Sample Activities *Environmental activities resources are listed at the end of chapter 4.*	Wisconsin's Academic Standards	Personal Notes: Where Can I Use This?
Global waterways	Locate pathways water travels around the globe. Describe how water provides an important mode of transportation for plants and animals. See "Great Water Journey" activity in Project WET. (elementary, middle school)	**B. Knowledge of Environmental Processes and Systems** B.4.8 Describe and give examples of natural resources, e.g., water, minerals, soils, air.	
Global climates	Examine past and present CO_2 (carbon dioxide) levels. "Greenhouse Cases: Yesterday, Today, Tomorrow" is an activity that uses Web sites to compare CO_2 levels. See Environmental Education for Kids (EEK) Web site, developed by the Wisconsin Department of Natural Resources. (middle school, high school)	**C. Environmental Issue Investigation Skills** C.8.2 Use environmental monitoring techniques such as observations, chemical analysis, and computer mapping software to collect data about environmental problems. C.8.4 Evaluate the credibility of information, recognizing social, economic, political, environmental, technological, and educational influences.	
Human impact on global environments	Research, analyze, and create a persuasive argument concerning habitat destruction. Use "Life on the Edge" activity from Project Learning Tree or a Project WET activity. (middle school)	**C. Environmental Issue Investigation Skills** C.8.3 Use questioning and analysis skills to determine beliefs, attitudes, and values held by people involved in an environmental issue.	
Biodiversity	Compare past and current land use with aerial or satellite photos. Use data from Wisconsin Department of Natural Resources. Windows on the WILD biodiversity curriculum of the World Wildlife Fund has excellent activities for middle and high school students. (middle school, high school)	**C. Environmental Issue Investigation Skills** C.12.1 Compare the effects of natural and human-caused activities that either contribute to or challenge an ecologically and economically sustainable environment.	

TABLE 4.8 **Environmental Education: Global Connections to Academic Standards *(Continued)***

Concepts, Topics, and Issues	**Sample Activities** *Environmental activities resources are listed at the end of chapter 4.*	**Wisconsin's Academic Standards**	**Personal Notes: Where Can I Use This?**
Perceptual awareness skills	Using every sense, describe objects from nature and made from natural materials, including ones from both local and far-away environments (e.g., sand, eggs, bark, straw sandals from Japan, wooden flute from Chile, sesame candy from China). (elementary)	**A. Questioning and Analysis** Students will use credible research methods to investigate environmental questions, revise their personal understanding to accommodate new knowledge and perspectives, and be able to communicate this understanding to others.	
Natural materials and self-made products	Make a basket. Identify where materials come from. Compare baskets made in different countries and cultures, and baskets from recent and ancient times. (upper elementary, middle school)	**B. Knowledge of Environmental Systems and Processes** B.4.10 Describe how natural resources are used in one's daily life.	
Population density	Divide popcorn among children, who are arranged in groups according to population. When some children get much and others get less, introduce concepts of global geography, continents, and population. See Zero Population Growth for curriculum materials and statistics. (elementary)	**B. Knowledge of Environmental Processes and Systems** Students will demonstrate an understanding of the natural environment and the interrelationships among natural systems.	
Global lifestyles	Compare and contrast global family portraits from around the world, comparing marriage customs, sanitation, diet, birth and death rates, etc. For a collection of photographs, statistical profiles, and descriptions that accent commonality of aspirations and huge disparities of wealth, see the book *Material World* and Zero Population Growth activities. (middle school, high school)	**B. Knowledge of Environmental Processes and Systems** B.8.10 Explain and cite examples of how humans shape the environment. B.12.6 Predict population response to changes in environmental conditions.	

TABLE 4.8 **Environmental Education: Global Connections to Academic Standards *(Continued)***

Concepts, Topics, and Issues	**Sample Activities** *Environmental activities resources are listed at the end of chapter 4.*	**Wisconsin's Academic Standards**	**Personal Notes: Where Can I Use This?**
Urbanization and megacities	Explain how motor vehicle use contributes to air pollution, global warming, and ozone depletion. Identify actions that individuals can take to reduce environmental impact of motor vehicles. See World Resources Institute activity "Car Trouble" and related materials. (high school)	**C. Environmental Issue Investigation Skills** C.8.4 Evaluate the credibility of information, recognizing social, economic, political, environmental, technological, and educational influences. **D. Decision and Action Skills** D.12.1 Identify a variety of approaches to environmental issues, evaluate the consequences of each, and select and defend a position.	
Environmental justice	Develop and debate the topic of environmental justice, for example, location of undesirable facilities like dumps and nuclear waste sites in poor and minority communities. Use "Focus on Risk" materials and activities from Project Learning Tree. (high school)	**C. Environmental Issue Investigation Skills** Students will be able to identify, investigate, and evaluate environmental problems and issues. C.12.2 Explain the factors that contribute to the development of individual and societal values.	
Ecotourism	Role-play parts of a hotel manager, hotel maid, straw sandal stall saleswoman, tourist (traditional and ecotourist), person living in forest, rain forest guide, and city dweller to show different perspectives about tourism. Switch to comparable local roles and talk about Wisconsin's North Woods tourism. Find similarities and differences in problems and possible solutions. (middle school)	**C. Environmental Issue Investigation Skills** C.8.1 Define and provide examples of environmental issues, explaining the role of beliefs, attitudes, and values. **D. Decision and Action Skills** D.8.5 Explain how personal actions can impact an environmental issue. D.8.6 Develop a plan for improving or maintaining part of the local environment and identify a role in accomplishing this plan.	

TABLE 4.8 **Environmental Education: Global Connections to Academic Standards** ***(Continued)***

Concepts, Topics, and Issues	**Sample Activities** *Environmental activities resources are listed at the end of chapter 4.*	**Wisconsin's Academic Standards**	**Personal Notes: Where Can I Use This?**
Stratospheric ozone	Design experiments concerning ultraviolet radiation. Collect global data concerning ultraviolet radiation readings around the world. Collect data from sister school or partner school abroad. See "UV Activity" on Wisconsin Department of Natural Resources Web site, Environmental Education for Kids (EEK). (middle school, high school)	**A. Questioning and Analysis** A.12.4 State and interpret results accurately and consider other explanations for results. A.12.5 Communicate results of investigations to groups concerned with the issue.	
Negotiating and implementing environmental policies	Debate the challenges and trade-offs involved in protecting the global environment. Use activity/simulation from Brown University's curriculum materials *Choices: Global Environmental Problems and Implications for U.S. Policy Making.* (upper middle school, high school)	**D. Decision and Action Skills** D.8.11 Identify options for addressing an environmental issue and evaluate the consequences of each option.	
Sister school project: Adopt a river	With a partner school abroad or with a school in a geographically diverse area of the United States, "adopt" and investigate a waterway or survey a local stream. Participate in a river cleanup. Take and exchange photos and compare data and experiences. See Water Action Volunteers packet. (middle school)	**C. Environmental Issue Investigation Skills** C.8.2 Use environmental monitoring techniques such as observations, chemical analysis, and computer mapping software to collect data about environmental problems. C.8.4 Evaluate the credibility of information, recognizing social, economic, political, environmental, technological, and educational influences.	

TABLE 4.8 **Environmental Education: Global Connections to Academic Standards** ***(Continued)***

Concepts, Topics, and Issues	**Sample Activities** *Environmental activities resources are listed at the end of Chapter 4.*	**Wisconsin's Academic Standards**	**Personal Notes: Where Can I Use This?**
Service learning: Multicultural education	Take elementary children who are learning English as a second language on a hike in a nature center or state park. Ask them about experiences they have had in natural areas in their heritage countries. Teach them English words for plants and animals. Collect words in their heritage language and help them make bilingual ABC nature books. (high school)	**E. Personal and Civic Responsibility** E.12.3 Take action in regard to environmental issues in the home, school, or communities.	
Global environmental careers	Invite into class a returned Peace Corps volunteer or university scientist who has worked to solve an environmentally linked problem abroad. Ask her to address environmental connections to social and cultural issues she encountered. What languages and cultural competencies are useful in her job? (all levels)	**E. Personal and Civic Responsibility** E.8.2 Explain the importance of characteristics that enable people to function together to resolve environmental issues.	

TABLE 4.8 **Environmental Education: Global Connections to Academic Standards** ***(Continued)***

Professional Organizations with International Links for Educators Interested in Environmental Education

Rainforest and Reef
29 Prospect NE, Suite 8
Grand Rapids, MI 49503
(616) 776-5928;
Toll free, (877) 769-3086
E-mail: info@rainforestandreef.org
Web site: www.rainforestandreef.org
This is one of hundreds of eco-educational organizations that specializes in international field courses. With local guides in 10 countries, it offers middle school and high school students and teachers individualized programs in rainforest and marine ecology and immersion Spanish instruction.

Aspen Global Change Institute (AGCI)
Aspen Global Change Institute
100 E. Francis St.
Aspen, CO 81611
(970) 925 7376; fax, (970) 925 7097
E-mail: agcimail@agci.org
Web site: www.agci.org
AGCI convenes interdisciplinary meetings of the world's leading scientists, enabling them to work together on topics effecting global change. Its Ground Truth Studies (GTS) K–12 curriculum is used in more than 750 schools in the United States and Canada.

EE-Link (Environmental education on the Internet)
Web site: http://eelink.net
EE-Link is an on-line source of information about environmental education. It provides access to teaching resources on the Internet, including articles, databases, grant and job opening information, instructional materials, and international project links. For projects in a country of interest, type in the name of the country or the Web site search site. EE-Link is funded by the U.S. Environmental Protection Agency as part of the Environmental Education and Training Partnership Program and is housed at the University of Michigan.

Global Learning and Observations to Benefit the Environment (GLOBE)
744 Jackson Place, NW
Washington, DC 20503
Contact: Margaret G. Finarelli
202-395-7600; fax; 202-395-7611
E-mail: mfinarel@globe.gov
Web site: http://www.globe.gov
The GLOBE Program is a hands-on program that joins students, educators, and scientists from around the world in studying the global environment. GLOBE's worldwide network of students work under the guidance of GLOBE-trained teachers to make environmental observations, report their data to a GLOBE processing facility, receive and use global images created from their data, and study environmental topics.

North American Association for Environmental Education
401 Tarvin Rd.
Rock Springs, GA 30739
(706) 764-2926; fax, (706) 764-2094
E-mail: email@naaee.org
Web site: http://naaee.org
This network links educators in the United States, Canada, Mexico, and over 55 other countries.

TABLE 4.9 **Family and Consumer Education (FCE): Global Connections to Academic Standards**

Concepts, Topics, and Issues	**Sample Activities** *Resources for FCE activities are listed at the end of chapter 6.*	**Wisconsin's Academic Standards**	**Personal Notes: Where Can I Use This?**
Comparing families around the world	Fax or mail a survey to a sister school. Seek translation assistance, if necessary. Topics: ☐ Parental Discipline in My Home (middle school) ☐ Parental Rules in My Home (high school) ☐ My Toys, Time, and Sports (elementary) See unit 5, "Classroom Activities," and unit 6, "Classroom Safety," in *Assistant Child Care Teacher: A Teacher's Guide*. See Module D.21–23, "Toy Team Inquiry," in *Parents and Children: A Teacher's Guide*. See *Children Just Like Me*.	**A. Continuing Concerns of the Family** Students will understand the meaning and significance of the broad, continuing concerns of the family. A.4 Propose a question for further investigation and give reasons to explain its importance (advanced); identify gaps between existing conditions and goals and ask specific questions for further investigation (intermediate); explain why it is important to learn about continuing concerns of the family (introductory).	
Girls and family issues in other cultures	Why Muslim girls choose to wear a veil: There are many reasons why young women choose to veil themselves. Invite a Muslim woman to class. Research and present different girl's and women's comments on this topic. See *In Their Own Voices: Teenage Refugees and Immigrants Speak Out*.	***A. Continuing Concerns of the Family*** Media Analysis, Critical Thinking A.3 Investigate an exiting problematic situation of ongoing concern to the family. Gather data from a variety of sources, including how different people view the situation and goals to accomplish. Explain how the situation evolved. Identify factors or conditions that are amenable to change. **C. Family Action** C.2 Understand and use reflection in everyday life. Identify cultural assumptions contained in various media, such as notions about parent-child relations; beauty; violence; economic progress; or consumerism in stories, advertising, television programs, or videos.	

TABLE 4.9 **Family and Consumer Education (FCE): Global Connections to Academic Standards *(Continued)***

Concepts, Topics, and Issues	Sample Activities	Wisconsin's Academic Standards	Personal Notes: Where Can I Use This?
Cultural comparison: How families address and solve problems	■ Establish common cross-cultural categories. ■ Investigate family concerns. ■ Develop comparison charts. See *Families of the World: Family Life at the Close of the Twentieth Century.* (all levels)	**B. Practical Reasoning** Practical reasoning is a special dialogic thinking process for investigating complex issues or questions of concern to individuals and families. B.1 Apply practical reasoning to a current family-related issue or concern described in the media.	
Traditional festivals community and celebrations	Do oral interviews of community members, research customs, re-create crafts, and make foods as part of class activities; attend a local celebration such as Hmong New Year or a holiday of one of Wisconsin's recent immigrant groups. *Hmong in America: We Sought Refuge Here* or *Children Just Like Me: Celebrations.* (all levels)	**D. Personal and Social Responsibility** Celebrating diversity, inclusiveness, and fairness.	
Food in different cultures	Rice in Three Cultures: A Comparison ■ *Family, Food and Society: A Teacher's Guide,* modules B.3, B.8, B.11 Developing food attitudes and norms. ■ Unit on international foods by Veronica Campbell. (all levels)	**B. Practical Reasoning** Interpreting social and cultural context. **C: Family Action** C.1, C.2 Communication, perspective taking, reflection.	
Cultural transmission	Show how culture is transmitted within a family, a language, arts, and communities by studying desert community families (and desert literature, desert ecology and art) in the United States and other countries. See *Global Understandings: A Framework for Teaching and Learning.* (middle school, high school)	**E. Work of a Family** E.3 Describe how family work has changed over time and identify some cultural similarities and differences. E.4 Describe some factors and conditions that affect the development of individuals, families, and society.	

TABLE 4.9 **Family and Consumer Education (FCE): Global Connections to Academic Standards *(Continued)***

Concepts, Topics, and Issues	Sample Activities	Wisconsin's Academic Standards	Personal Notes: Where Can I Use This?
Global marketplace	Create and discuss projects to understand how consumer behavior constitutes voting in the global marketplace. *Consumer Economics: A Teacher's Guide,* modules 1.10–1.12. *Choices for the 21st Century Education Project,* Voting in the Global Marketplace curriculum unit. (middle school, high school)	**D. Personal and Social Responsibility** D.1 Explain what it means to assume personal and social responsibility as a family member and citizen. D.5 Discuss possible action strategies or solutions to everyday ethnical dilemmas in light of citizenship values.	
Gender roles	Women's work around the world: compare home duties of 14-year-olds in middle-class families in five countries. (middle school)	**A. Continuing Concerns of the Family** A.1 Identify several contributions the family makes in meeting family members' needs for food, clothing, shelter, and economic resources; encouraging development of all family members throughout life; and taking action to improve conditions in the home, workplace, neighborhood, community, and world.	
Environmental issues: Disposable environment, technology assessment, and environmental scanning processes	Choose among environmental education learning experiences in three teacher guides: *Family and Technology, Consumer Economics,* or *Parents and Children.* (upper elementary, middle school, high school)	**A. Continuing Concerns of Family** A.3 Describe how to determine the significance of family-related concerns and analyze the significance of an existing situation related to an ongoing concern. **B. Practical Reasoning** Identify parts of the practical reasoning process and describe their functions. Form a conclusion about what should be done in this situation. Give reasons to support the conclusion using information about context, goals, means, and consequences. Assess the adequacy of the reasons given and the reasoning.	

TABLE 4.9 **Family and Consumer Education (FCE): Global Connections to Academic Standards *(Continued)***

Concepts, Topics, and Issues	Sample Activities	Wisconsin's Academic Standards	Personal Notes: Where Can I Use This?
Galloping technology: Using two-thirds of world's resources for technology	Do technology assessment activity in *Family and Technology: A Teacher's Guide;* for example, how will information technology change the way communities develop and residents relate to each other? (middle school, high school)	**D. Personal and Social Responsibility** Students will assume responsibility as family members and citizens and take informed, socially responsible individual, family, and community action.	
Community development	Carry out a community mapping process in *Parents and Children: a Teacher's Guide,* module C.8. (middle school)	**C. Family Action** C.3 Understand and apply technological information, methods, and tools.	
Experiencing other cultures	Spend a weekend with a family from a different race, class, or culture than your own.	**F. Learning to Learn** Students will reflect on their thinking, manage learning tasks, evaluate their work, monitor their progress and attitudes toward learning, and set new learning goals.	
	Do a self-assessment of personal beliefs, attitudes, and behaviors. (upper elementary, middle school, high school)	F.3 Demonstrate the ability to monitor attitudes. (Advanced) Describe how specific thoughts about a difficult learning task affect personal behavior. (Intermediate)	
Children's lives in other countries and cultures	Celebrate international year of the child, adolescent, or family. Classroom activities include mapping; graphing data; making posters to summarize key issues; doing research to reflect differing points of view on issues; inviting a speaker to discuss such topics as child-raising practices, health issues, and education of girls.	**D. Personal and Social Responsibility** D.5 Apply citizenship values (including honesty, respect, and responsibility), and work cooperatively to resolve dilemmas that come up at school, such as difficulties over respecting public and private property, practicing honesty, and dealing with physical or verbal abuse.	

TABLE 4.9 **Family and Consumer Education (FCE): Global Connections to Academic Standards *(Continued)***

Concepts, Topics, and Issues	Sample Activities	Wisconsin's Academic Standards	Personal Notes: Where Can I Use This?
International exchanges for students	Spend a summer, semester, or year abroad as a foreign exchange student. Family, Career and Community Leaders of America Web site: http://www.fcclainc.org/ Youth for Understanding Web site: http://www.youthforunderstanding.org High school counselors and curriculum directors frequently have lists of exchange programs and summer travel exchange opportunities for middle and high school students (see Chapter 7, "Resources for International Education"). (all levels, if age-group-designed program)	**C. Family Action** By the end of an advanced level of study, students will: C.1 Understand and use communication to reach understanding and agreement about what to do. Demonstrate the ability to interpret what is being communicated through language, social behavior, and other forms of art and customs. Demonstrate interpersonal and small-group skills, such as responding to others with respect and empathy, clarifying group tasks or goals, resolving different points of view during discussion, resolving interpersonal disagreements, and reflecting on group processes and procedures.	

Professional Organizations with International Links for Family and Consumer Education Educators

American Association of Family and Consumer Sciences (AAFCS)
1555 King Street
Alexandria, VA 22314
(703) 706-4600; fax, (703) 706-4663
Web site: http://www.aafcs.org/wi/
Look for international contacts under each specialty area, for example, Nutrition and Health, or under international division chairs.

International Family and Consumer Sciences
Web site: http://www.aafcs.org

☐ **Wisconsin Family and Consumer Educators**
Web site: http://www.wfce.org

☐ **DPI Family and Consumer Education Consultant**
Web site: http://www.dpi.state.wi.us/
(608) 267-9088

☐ **Kappa Omicron Nu**
Dorothy Mitstifer, Executive Director
4990 Northwind Drive, Suite 140
East Lansing, MI 48823-5031
(517) 351-8335; fax, (517) 351-8336
Web site: http://www.kon.org/contact.html

TABLE 4.10 **Geography: Global Connections to Wisconsin's Academic Standards**

Concepts, Topics, and Issues	Sample Activities	Wisconsin's Academic Standards	Personal Notes: Where Can I Use This?
World maps	Do a "tear the continents" activity in small groups, tearing out the shapes of continents from memory with construction paper and placing them in proper formations. (elementary–high school) Make clay or salt-dough models of continents, oceans, mountain ranges, etc. (elementary, middle school)	**A. Geography: People, Places, and Environments** A.4.3 Construct a map of the world from memory, showing the location of major land masses, bodies of water, and mountain ranges. A.4.4 Describe and give examples of ways in which people interact with the physical environment, including use of land, location of communities, methods of construction, and design of shelters.	
Earthquakes, volcanic eruptions, hurricanes	Use the library, including print materials, computer-generated data, and Internet sites, to research all the earthquake locations (or volcanic eruptions and hurricanes) during the past two years. Where in the world did they happen? Which countries are more likely to get one? Why? Map locations and explain causes. (grades 5–12) Use the library, including print materials, computer-generated data, and Internet sites, to research one specific natural phenomenon (earthquake, hurricane, volcanic eruption). What were the immediate human consequences of this disaster? Predict how the community will recover. What policies contributed to its cause? (middle school, high school)	**A. Geography: People, Places, and Environments** A.4.6 Identify and distinguish between predictable environmental changes, such as weather patterns and seasons, and unpredictable changes, such as floods and droughts, and describe the social and economic effects of these changes. A.12.2 Analyze information generated from a computer about a place, including statistical sources, aerial and satellite images, and three-dimensional models.	

TABLE 4.10 **Geography: Global Connections to Wisconsin's Academic Standards *(Continued)***

Concepts, Topics, and Issues	Sample Activities	Wisconsin's Academic Standards	Personal Notes: Where Can I Use This?
Country comparisons	Match information about your community (population, population densities, natural resources, industries, climate, environmental problems) with a sister school or sister community (e.g., similar in some respects, different in others). Search for information from different print resources and on the World Wide Web. Create comparative charts and maps to present findings. (middle school, high school)	**A. Geography: People, Places, and Environments** A.4.5 Use atlases, databases, grid systems, charts, graphs, and maps to gather information about the local community, Wisconsin, the United States, and the world. A.8.5 Identify and compare the natural resource bases of different states and regions in the United States and elsewhere in the world, using a statistical atlas, aerial photographs, satellite images, and computer databases.	
Global connections between this community and places abroad	Interview a community person with global connections (focus on a specific theme, like international business or humanitarian aid) and put together a radio/multimedia/video presentation based on these interviews. What countries did he visit? How far did he fly? What issues are important to people there? If the person is a business traveler, map out his year's trips. Include charts and visual aids. (middle school, high school)	**D. Economics: Production, Distribution, Exchange, Consumption** D.4.3 Identify local goods and services that are part of the global economy and explain their use in Wisconsin. **E. The Behavioral Sciences** E.8.14 Describe cooperation and interdependence among individuals, groups, and nations, such as helping others in times of crisis.	

TABLE 4.10 **Geography: Global Connections to Wisconsin's Academic Standards** ***(Continued)***

Concepts, Topics, and Issues	Sample Activities	Wisconsin's Academic Standards	Personal Notes: Where Can I Use This?
Urbanization and population movements	To what extent is your city's population increasing, decreasing, or staying the same? Identify the largest or fastest-growing cities worldwide (search Web for data) and then correspond via E-mail with students in those cities. Exchange information about why and how their city is changing and how students are affected by urban problems. (middle school, high school) Watch a video about a West African village child who moves to the city. Or invite a returned Peace Corps volunteer to talk about living in a West African village. What are differences between city and country life? What happens when thousands of people move to the cities? Get students to share their (or parents'/older neighbors' or their own) rural/urban transition experiences, or the reverse—urban to rural experiences. (upper elementary)	**A. Geography: People, Places, and Environments** A.12.4 Analyze the short-term and long-term effects that major changes in population in various parts of the world have had or might have on the environment. **B. History: Time, Continuity, and Change** B.12.9 Select significant changes caused by technology, industrialization, urbanization, and population growth, and analyze the effects of these changes in the United States and the world.	
Haves and have-nots: Access to resources	Simulate a mediation of a conflict involving access to resources (e.g., water in the Middle East). Students work in groups, each representing a different "player," with one group taking the role of mediators. (See ICONs and Choices curriculum in *High School Exemplary Programs* Chapter 6, "Viewing International Education in Wisconsin.") Water use and water availability data can be found on U.N. Internet sites, listed in Chapter 7, "Resources for International Education." (high school)	**A. Geography** A.12.13 Give examples and analyze conflict and cooperation in the establishment of cultural regions and political boundaries. **E. The Behavioral Sciences** E.8.12 Describe conflict resolution and peer mediation strategies used in resolving differences and disputes.	

TABLE 4.10 **Geography: Global Connections to Wisconsin's Academic Standards *(Continued)***

Professional Organizations with International Links for Social Studies Educators

National Council on Geography Education
Indiana University of Pennsylvania
Indiana, PA 15705
Web site: http://www.ncfe.org

National Geographic Society
1145 17th Street, NW
Washington, DC 20036-4688
Web site: http://www.nationalgeographic.com

National Council for the Social Studies
3501 Newark Street NW
Washington, DC 20016
Web site: http://www.ncss.org

Wisconsin Geographic Alliance (WIGA)
Department of Geography
University of Wisconsin–Eau Claire
Eau Claire, WI 54702

Wisconsin Council for the Social Studies
Eric Anderson, Membership Director
c/o Social Studies Consultant, Wisconsin Department of Public Instruction (DPI)
PO Box 7841
Madison WI 53707-7841
E-mail: eha11554@vbe.com or Contact DPI to request WCSS information.

TABLE 4.11 **Health Education: Global Connections to Wisconsin's Academic Standards**

Concepts, Topics, and Issues	Sample Activities	Wisconsin's Academic Standards	Personal Notes: Where Can I Use This?
AIDS as a world health crisis	How does AIDS spread? Why does it spread faster in some countries than others? What populations (e.g., teens) have faster-growing AIDS rates and why? How can ordinary people help stop the spread of AIDS? What are 10 ways a high AIDS rate in a faraway place affects your health and lifestyle? (middle school/high School)	**A. Health Promotion and Disease Prevention** Students will understand concepts related to personal health promotion and disease prevention. A.8.3 Describe ways to enhance health and reduce risks during adolescence. A.8.7 Explain the relationship between positive health behavior and the prevention of injury, illness, disease, and premature death.	
Handling anger	Join a conflict-mediation team in your school. (all levels)	**B. Healthy Behaviors** Students will practice behaviors to promote health, prevent disease, and reduce health risks. B.4.6 Demonstrate ways to avoid and reduce threatening situations.	
Handling stress	Identify conflicts that might arise out of anger or stress. Proceed with a mediation plan. Solve conflicts among fellow students. (upper elementary, middle school, high school)	**F. Communication** F.12.4 Demonstrate strategies to solve interpersonal conflicts without harming self or others. F.12.5 Analyze possible causes of conflict. F.12.6 Demonstrate strategies to prevent and resolve conflict in healthy ways.	

TABLE 4.11 **Health Education: Global Connections to Wisconsin's Academic Standards** ***(Continued)***

Concepts, Topics, and Issues	**Sample Activities**	**Wisconsin's Academic Standards**	**Personal Notes: Where Can I Use This?**
Cultural differences in handling conflict	Create an in-class survey instrument to explore gender and ethnic differences in dealing with conflict. Use school-to-school links for students to explore "conflicts" in their respective cultures. What are differences in mediation styles and problem solving? (middle school, high school)	**A. Health Promotion and Disease Prevention** A.12.1 Analyze how the environment influences the health of the community. A.12.6 Analyze how the family, peers, and community influence the health of individuals.	
	You are the minister of health in Nepal. You are granted $2 million to address health issues. The money can be used in only one area below. Debate which has the longer-reaching effects: 1. Purifying the water 2. Vaccinating new babies 3. Sending girls to school 4. Building a medical clinic (middle school, high school)	**C. Goal Setting and Decision Making** Students will demonstrate the ability to use goal setting and decision-making skills to enhance health. C.8.1 Demonstrate the ability to individually and collaboratively apply a decision-making process to health issues. C.12.3 Predict immediate and long-term impacts of health decisions on the individual, family, and community.	
World development issues: Infant mortality, access to clean water, sanitation	What does a baby need to survive in the first year of life? (upper elementary, middle school, high school)	**D. Information and Services** Students will demonstrate the ability to access valid health information and services.	
	Describe a day of your life without clean water or hot water, for example, brushing teeth, shower, laundry, making soup, boiling water for sterilization, waste. (middle school)	D.4.2 Demonstrate the ability to locate resources from home, school, and community that provide valid health information. D.8.1 Analyze the validity of health information, products, and services. D.12.5 Analyze the cost and accessibility of health care services.	
	Invite a doctor who participates in development projects or a returned Peace Corps volunteer. Discuss reasons for and solutions to global health problems. (middle school, high school)		

TABLE 4.11 **Health Education: Global Connections to Wisconsin's Academic Standards *(Continued)***

Concepts, Topics, and Issues	Sample Activities	Wisconsin's Academic Standards	Personal Notes: Where Can I Use This?
Service learning	Study malnutrition in the United States and other places of the world. Make displays of health and unhealthy meals. Have a Healthy Food Day. Donate one week's worth of candy, soda, and chips money to a children's nutrition project. (middle school)	**G. Advocacy** Students will demonstrate the ability to advocate for personal, family, school, and community health. G.12.2 Convey valid information and express opinions about health issues. G.8.4 Demonstrate the ability to influence and support others in making positive health choices.	
World population	Use mathematics, science, and social studies curriculum materials to understand how quickly the world's population is growing and health challenges that arise from this. (upper elementary)	**D. Information and Services** D.4.2 Demonstrate the ability to locate resources from home, school, and community that provide valid health information. D.4.3 Explain how the media influence the selection of health information, products, and services.	
Cultural differences in body spatial relations	Research how close people stand when talking to one another in Saudi Arabia, Japan, and the United States. (middle school)	**E. Culture, Media, and Technology** E.1 Analyze how culture influences health behaviors and services.	

TABLE 4.11 Health Education: Global Connections to Wisconsin's Academic Standards *(Continued)*

Concepts, Topics, and Issues	Sample Activities	Wisconsin's Academic Standards	Personal Notes: Where Can I Use This?
Tobacco as a world health problem	Introduce students to research spanning global statistics, like the World Health Organization's "Tobacco or Health: A Global Status Report with Country and Regional Profiles," 1997 (http://www.who.org/programmes/psa/toh.htm). What questions can we ask from this report? Pick one of the following categories and make observations from the data comparing different countries and regions: growth of tobacco as a crop, tobacco as an import, who smokes, regulation, marketing. (middle school, high school)	**D. Information and Services** D.8.2 Demonstrate the ability to locate resources from home, school, and community that provide valid health information.	

Professional Organizations with International Links for Health Educators

American Alliance for Health, Physical Education, Recreation and Dance
1900 Association Drive
Reston, VA 20191
(703) 476-3400; toll-free, 800-213-7193
E-mail: webmaster@aahperd.org
Web site: www.aahperd.org/

International Council for Health, Physical Education, Recreation, Sport, and Dance
1900 Association Dr.
Reston, VA 20191
(703) 476-3486; fax, (703) 476-9527; toll-free, (800)213-7193
E-mail: ichper@aahperd.org

Other organizations exist in specific countries or continents, for example:

African Association for Health, Physical Education, Recreation, Sport and Dance
Department of Physical Education
PO Box 0022
University of Botswana
Gaborone, Botswana
1267 351151; fax, 1267 356591
E-mail: wekesam@noka.ub.bw

TABLE 4.12 **History: Global Connections to Wisconsin's Academic Standards**

Concepts, Topics, and Issues	Sample Activities	Wisconsin's Academic Standards	Personal Notes: Where Can I Use This?
Immigration in our community	Develop a timeline of arrival of family and community "ancestors." Use maps, documents, newspapers, photos, and classroom guests to show that immigration is still continuing, that patterns change, and that every group that comes connects to an important event somewhere in the world. Research events that caused people to leave their homes and communities behind. (upper elementary, middle school, high school)	**B. History: Time, Continuity, and Change** B.4.1 Identify and examine various sources of information that are used for constructing an understanding of the past, such as artifacts, documents, letters, diaries, maps, textbooks, photos, paintings, architecture, oral presentations, graphs, and charts.	
Parallel migration and immigration	Show how immigration happens differently in two countries. Russians pushed to explore and settle Siberia and the Russian Far East at the same time that Americans were exploring and settling the American West. These two gigantic frontiers intersected in Alaska and the Pacific Northwest. Have students research English and Russian stories, photos, and music on the "Meeting of Frontiers" home page of the Library of Congress Web site, http://international.loc.gov.	**E. The Behavioral Sciences: Individuals, Institutions, and Society** E.12.8 Analyze issues of cultural assimilation and cultural preservation among ethnic and racial groups in Wisconsin, the United States, and the world.	

TABLE 4.12 **History: Global Connections to Wisconsin's Academic Standards *(Continued)***

Concepts, Topics, and Issues	**Sample Activities**	**Wisconsin's Academic Standards**	**Personal Notes: Where Can I Use This?**
Comparing news event coverage	Compare world news reports by the local media to reports by media sources in other cities, states, and countries. The *World Press Review* magazine and such Internet sites as InfoManage.com are outstanding sources of comparative media coverage around the globe. Focus on such questions as: How is a specific event reported and recorded as it happens? What are differing accounts of the same event? Postulate why different accounts exist. What are examples of inaccuracy and bias? (middle school, high school)	**B. History: Time, Continuity, and Change** B.8.4 Explain how and why events may be interpreted differently depending upon the perspectives of participants, witnesses, reporters, and historians. **E. The Behavioral Sciences: Individuals, Institutions, and Society** E.4.10 Give examples and explain how the media may influence opinions, choices, and decisions.	
U.S. emergence as a world power	Focus on a specific period, for example: a. 1890–1920 b. World War II (1939–1945) c. Postwar and cold war era (1945–2001) (middle school, high school)	**C. Political Science and Citizenship: Power, Authority, Governance, and Responsibility** C.8.9 Describe the role of international organizations such as military alliances and trade associations.	
	Find and analyze documents pertaining to the U.S. role, especially U.S. participation or lack of participation in one international organization (League of Nations, UN, NATO, World Bank/IMF, World Trade Organization and its predecessors, Red Cross or other humanitarian organizations). Find people who agreed and disagreed with U.S. participation.	**D. Economics: Production, Distribution, Exchange, Consumption** D.12.13 Describe and explain global economic interdependence and competition, using examples to illustrate their influence on national and international policies.	

TABLE 4.12 **History: Global Connections to Wisconsin's Academic Standards *(Continued)***

Concepts, Topics, and Issues	Sample Activities	Wisconsin's Academic Standards	Personal Notes: Where Can I Use This?
Civil War	Make comparisons between the U.S. Civil War and a civil war in another time and place (Sudan, Eritrea/Ethiopia, India/Pakistan). (middle school, high school)	**B. History: Time, Continuity, and Change** B.8.3 Describe the relationships between and among significant events, such as the causes and consequences of wars in United States and world history. B.8.4 Explain how and why events may be interpreted differently depending upon the perspectives of participants, witnesses, reporters, and historians. B.12.18 Explain the history of slavery, racial and ethnic discrimination, and efforts to eliminate discrimination in the United States and elsewhere in the world.	
Global influence of religions, world views, and value systems	Work with students in art classes to find examples of art and architecture to do multimedia presentations on symbols of different religions and worldviews. Include information about how these changed as they diffused. Consider differences in color symbolism. Include maps and timelines to show connections over time and space of a specific art or religion. (middle school, high school)	**B. History: Time, Continuity, and Change** B.12.14 Explain the origins, central ideas, and global influence of religions, such as Buddhism, Islam, Hinduism, Judaism, and Christianity. **E. The Behavioral Sciences: Individuals, Institutions, and Society** E.8.10 Explain how language, art, music, beliefs, and other components of culture can further global understanding or cause misunderstanding.	
Organizing history	Ask a visiting teacher how a specific historical event is presented and taught differently in his or her classes abroad. For example, how do students in Canada view and learn about the war of 1812? (high school) How and what do upper-elementary students in Japan learn about the bombing of Hiroshima and peace education? (middle school, high school)	**B. History: Time, Continuity, and Change** B.4.4 Explain how and why events may be interpreted differently depending upon the perspectives of participants, witnesses, reporters, and historians. B.12.1 Explain different points of view on the same historical event, using data gathered from various sources, such as letters, journals, diaries, newspapers, government documents, and speeches.	

TABLE 4.12 **History: Global Connections to Wisconsin's Academic Standards *(Continued)***

Concepts, Topics, and Issues	Sample Activities	Wisconsin's Academic Standards	Personal Notes: Where Can I Use This?
People and events in world history	Enact a "meeting of the minds" roundtable of historical persons (see Connell 1997) focused on a significant global theme, era, or event. Choose one topic that each character might approach differently, for example, "Nationalism," discussed by Ho Chi Minh (Vietnam), Gamel Abdul Nasser (Egypt), Yasser Arafat (Palestine), and Douglas McArthur (United States); "World Exploration," discussed by Marco Polo (legendary Italian explorer), Zhenge He (great Chinese mariner), Black Elk (holy man of the Oglala Sioux), and Albert Schweitzer (world-renowned humanitarian). (all levels)	**B. History: Time, Continuity, and Change** B.8.7 Identify significant events and people in the major eras of United States and world history. **C. Political Science and Citizenship: Power, Authority, Governance, and Responsibility** C.12.14 Describe and analyze how different political and social movements have sought to mobilize public opinion and obtain governmental support in order to achieve their goals.	
Global perspectives on working toward peace	Read biographies of Nobel Peace Prize winners. (middle school, high school) Read and discuss *Peacebound Trains* by Haemi Balgass, illustrated by Chris K. Soentpiet. New York: Clarion Books, 1966. (elementary)	**B. History: Time, Continuity and Change** B.8.4 Explain how and why events may be interpreted differently, depending upon the perspectives of participants, witnesses, reporters, and historians. B.8.10 Analyze examples of conflict, cooperation, and interdependence among groups, societies, or nations.	
Perspectives on world trade	This six-part curriculum presents the World Trade Organization (WTO) perspective clearly, devotes the same number of pages to a multiplicity of other view points, and includes engaging lesson plans for middle and high school students. Look at world trade controversies from multiple perspectives. (Use, for example, "Approaching World Trade Organization Education: How to Bring WTO into Your Classroom by Engaging Students in International Trade Disputes." Web site: http://www.washington.edu/wto/classroom)	**D. Economics: Production, Distribution, Exchange, Consumption** D.8.4 Describe how investments in human and physical capital, including new technology, affect standard of living and quality of life.	

TABLE 4.12 **History: Global Connections to Wisconsin's Academic Standards** ***(Continued)***

Concepts, Topics, and Issues	Sample Activities	Wisconsin's Academic Standards	Personal Notes: Where Can I Use This?
Agriculture over time and borders	Find local examples of the global impact of changing agricultural technology and the rise of agribusiness. Compare experiences of Wisconsin farmers (from mid-1800s to the present) and their counterparts in other parts of the world. Where else are small family farms disappearing and why? Exchange information and views via E-mail with students in other countries (especially students from rural areas). Present results as "Farm Tour" brochures for specific settings (e.g., tour of 1900 French farm, Tour of 1950s Chinese commune, tour of 1860s Zanzibar clove plantation). (middle school/high school) (See also activity examples in "Agriculture" section)	**B. History: Time, Continuity, and Change** B.8.8 Identify major scientific discoveries and technological innovations and describe their social and economic effects on society. **D. Economics: Production, Distribution, Exchange, Consumption** D.12.6 Use economic concepts to analyze historical and contemporary questions about economic development in the United States and the world.	

TABLE 4.12 **History: Global Connections to Wisconsin's Academic Standards** ***(Continued)***

Global connections to what we eat	Attend Farm Progress Days or an agricultural expo in your community to tally, identify, and interview international agribusiness representatives and products. (middle school, high school)	**D. Economics: Production, Distribution, Exchange, Consumption** D.8.7 Identify the location of concentrations of selected natural resources and describe how their acquisition and distribution generates trade and shapes economic patterns.

Organizations with International Links for Social Studies Educators

National Council for History Education
26915 Westwood Rd., Suite B-2
Westlake, OH 44145-4657
Web site: http://www.history.org/nche

National Center for History in the Schools
Department of History, UCLA
6265 Bunche Hall
405 Hilgard Avenue
Los Angeles, CA 90095-1473
Web site: http://www.sscnet.ucla.edu/nchs/

National Council on Economic Education
1140 Avenue of the Americas
New York, NY 10036
Web site: http://www.nationalcouncil.org
http://www.economicsamerica.org

National Council for the Social Studies
3501 Newark Street NW
Washington, DC 20016
Web site: http://www.ncss.org

TABLE 4.13 **Marketing Education: Global Connections to Wisconsin's Academic Standards**

A good knowledge of a country's geography, multiple cultures, and history is a must in international marketing.

Concepts, Topics, and Issues	Sample Activities	Wisconsin's Academic Standards	Personal Notes: Where Can I Use This?
West African and Indian daily markets	Ask an international classroom guest from Asia or Africa about principles of good bargaining. What are sample products sold in markets in her country? Role-play, using the proper denomination of money, to see if you can get a good price. (upper elementary, middle school)	**A. Entrepreneurship** Forms of business ownership. A.4.2 Identify entrepreneurs and role they play in the community, Wisconsin, United States, and the world.	
Global markets	Choose a specific product. Make a web map showing as many interactions as possible, both negative and positive, that stretch across at least four countries. Include product design, hiring, managing workers, labor policies, production, waste products, marketing, purchasing, and using, recycling, and disposing of the product. (middle school, high school)	**B. Free enterprise** B.12.4 Evaluate and give examples of the interactive nature of the global marketplace.	
Wisconsin's connections to global markets	Research ways in which local companies are connected by imports, exports, needs, and services to countries abroad. (upper elementary, middle school, high school)	**C. Global Marketing** C.4.4 Identify connections between the local community and other places in Wisconsin, the United States, and the world. C.12.1 Discuss political, financial, and legal issues that affect and impact the nature of doing business globally.	

TABLE 4.13 **Marketing Education: Global Connections to Wisconsin's Academic Standards** ***(Continued)***

Concepts, Topics, and Issues	Sample Activities	Wisconsin's Academic Standards	Personal Notes: Where Can I Use This?
Local connections to multicultural celebrations	Locate an ethnic organization in the community and obtain an annual calendar of events. Attend a celebration with the members of this organization and ask them to explain the significance of the event and the symbolism of the activities. As a follow-up activity, list products and services associated with the celebration. (all levels)	**C. Global Marketing** C.4.4 Identify connections between the local community and other places in Wisconsin, the United States, and the world.	
Diversity in U.S. labor force	Invite a migrant worker to the classroom, or visit and help with his family's workday. Ask about their lifestyle in different places and problems and pleasures of migrant work. Alternatively, invite to class a person who supervises employees who speak English as a second language. What cultural skills are important? (upper elementary, middle school, high school)	**C. Global Marketing** Students in Wisconsin will be able to apply marketing concepts and practices in a global economy.	
Issues in the global marketplace	Research the *maquiladora* factories that have grown up in Mexico on the border with the United States. Watch the film *Zoned for Slavery: The Child Behind the Label* (National Labor Committee, 275 Seventh Ave, New York, NY 10001, [212] 242-3002; 1995). Discuss various issues from viewpoints of adult workers, children, business owners, and political leaders. (middle school, high school)	**B. Global Marketing** Analyze political opportunities and challenges that affect global marketing efforts, drawing from geography, international current events, or cultural controversies in a specific part of the world.	

TABLE 4.13 **Marketing Education: Global Connections to Wisconsin's Academic Standards** ***(Continued)***

Concepts, Topics, and Issues	**Sample Activities**	**Wisconsin's Academic Standards**	**Personal Notes: Where Can I Use This?**
Market research	Choose one technological development, for example, automobiles or fertilizer, and examine its economic contributions, including environmental, health, and social costs. Evaluate current and proposed alternatives. (middle school, high school)	**C. Critical Thinking** E.8.2 Apply problem-solving skills to a current issue or concept. Gather and interpret information. Form sound conclusions. Give reasons to support conclusions. Evaluate the evidence and reasons used in forming conclusions.	
International marketing careers	Identify examples of careers in international marketing. What skills does a person need to work within different cultures? Invite a person familiar with Middle Eastern business practices to discuss ways of doing business in such countries as Egypt, Syria, and Saudi Arabia. How could a person learn such skills? (middle school, high school)	**E. Lifework Development** Students in Wisconsin will explore, analyze, and define where their talents, traits, and abilities can best be applied, given their interests within the broad range of occupational and educational options.	

TABLE 4.13 **Marketing Education: Global Connections to Wisconsin's Academic Standards *(Continued)***

Professional Organizations with International Links for Marketing Educators

Wisconsin Council for Economic Education
161 W. Wisconsin Ave. Suite 3150
Milwaukee, WI 53203
Web site: http://www.wisecon.org

Center for International Business Education and Research (CIBER)
Web site: http//www.mgmt.purdue.edu/CIBER/
Purdue University has excellent links for business and marketing education teachers

University of Wisconsin–Whitewater Global Business Resource Center
Carlson Hall, Room 2018
800 W. Main St.
Whitewater, WI 53190
(262) 472-1722/1956; fax, (262) 472-4863
E-mail: gbrc@uwwvax.uww.edu
Web site: http://academics.uww.edu/business/gbrc

The Japan Trade Center
725 Figueroa Street, Suite 1890
Los Angeles, CA 90071
(213) 624-8855
Provides a wealth of information about Japan business and marketing as well as cultural links.

African Studies Program
205 Ingraham Hall, UW–Madison
1155 Observatory Drive
Madison, WI 53706
(608) 262-2380
E-mail: afrst@macc.wisc.edu
Web site: http://polyglot.lss.wisc.edu/afrst/asphome.html

Latin America Network Information Center (LANIC)
Web site: http://www.lanic.texas.edu
Offers links, materials, and workshops for Latin American countries.

TABLE 4.14 **Mathematics: Global Connections to Wisconsin's Academic Standards**

Concepts, Topics, and Issues	Sample Activities	Wisconsin's Academic Standards	Personal Notes: Where Can I Use This?
World population	There are six billion people on the planet. How big a number is six billion? Can we count to a billion? (elementary)	**B. Number Operations and Relationships** B.8.2 Read, represent, and interpret various rational numbers (whole number, integers, decimals, and percents) with verbal descriptions, geometric models, and mathematical notation.	
Community data	Employ statistics from real-world data (from school, community, national, or international sources) as the basis for practicing arithmetic skills. (elementary, middle school)	**E. Statistics and Probability** Students will use data collection and analysis, statistics, and probability in problem-solving situations, employing technology where appropriate.	
International statistics	Develop competency in extrapolation, projection, and prediction using global statistics on birth and death rates, economic growth, and the use of natural resources. (high school)	**A. Mathematical Processes** A.4.3 Connect mathematical learning with other subjects, personal experiences, current events, and personal interests.	
Technological change	Assess the increasing speed of technological change by plotting major developments in human communication on a graph. (middle, school, high school)	**A. Mathematical Processes** A.4.2 Communicate mathematical ideas in a variety of ways, including words, numbers, symbols, pictures, charts, graphs, tables, diagrams, and models. A.12.4 Develop effective oral and written presentations employing correct mathematical terminology, notation, symbols, and conventions for mathematical arguments and display of data.	

Note: Many ideas drawn directly from Pike and Selby 2000, 18–19. Used with permission and appreciation.

TABLE 4.14 **Mathematics: Global Connections to Wisconsin's Academic Standards *(Continued)***

Concepts, Topics, and Issues	Sample Activities	Wisconsin's Academic Standards	Personal Notes: Where Can I Use This?
Cultural units of measurement	Find and compare counting systems, counting techniques, and different units of measurement from various cultures. (all levels)	**B. Number Operations and Relationships** B.8.2 Read, represent, and interpret various rational numbers (whole number, integers, decimals, and percents) with verbal descriptions, geometric models, and mathematical notation. **D. Measurement** Students will select and use appropriate tools and techniques to measure things to a specified degree of accuracy.	
Cultural shapes and patterns	Explore geometric shape, pattern, and symmetry through studying design and architecture in various cultures. Examples: Egyptian pyramids, Islamic art, Celtic knots, American quilt patterns, spherical earth, American Indian effigy mounds. (all levels)	**C. Geometry** Students will be able to use geometric concepts, relationships, and procedures to interpret, represent, and solve problems.	
Famous mathematicians/ History of mathematics	Write a biography about a mathematician from another country, culture, or time. Draw a map to show where he or she lives or lived. (upper elementary, middle school)	**A. Mathematical Processes** A.4.3 Connect mathematical learning with other subjects, personal experiences, current events, and personal interests.	
Energy conservation	Calculate total usage of energy and water in the home or school and then devise, execute, and record conservation measures. By fax or E-mail, exchange comparative information with a sister school or classroom abroad. (middle school, high school)	**B. Number Operations and Relationships** B.8.7 In problem-solving situations, select and use appropriate computation procedures with rational numbers such as calculating mentally, estimating, and creating, using, and explaining algorithms using technology (e.g., scientific calculators, spreadsheets).	
Ethnic foods	Analyze the costs and nutritional values of items sold in the cafeteria. Plan a weekly menu for the school cafeteria that is healthy and affordable, using recipes from Hispanic, Hmong, and Arabic cuisine. (middle school)	**A. Mathematical Processes** A.4.3 Connect mathematical learning with other subjects, personal experiences, current events, and personal interests. See relationships between various kinds of problems and actual events.	

TABLE 4.14 **Mathematics: Global Connections to Wisconsin's Academic Standards** ***(Continued)***

Concepts, Topics, and Issues	Sample Activities	Wisconsin's Academic Standards	Personal Notes: Where Can I Use This?
World population data	Explore the concept of exponential growth in relation to interest rates and world population data. (high school)	**F. Algebraic Relationships** F.12.2 Use mathematical functions (e.g., linear, exponential, quadratic, power) in a variety of ways.	
Quality of life indicators	Combine data from various statistical sources to devise and compare quality-of-life indicators for selected countries. (middle school, high school)	**E. Statistics and Probability** E.12.2 Organize and display data from statistical investigations using frequency distributions; percentiles, quartiles, deciles; line of best fit; matrices.	
School ecology	Work in teams to devise alternative proposals, including budgets and timelines, for the naturalization of the school grounds. Integrate with study of global ecosystems. (middle school, high school)	**A. Mathematical Processes** A.4.3 Connect mathematical learning with other subjects, personal experiences, current events, and personal interests. See relationships between various kinds of problems and actual events.	
Counting systems in other languages	Use students who can speak and who are studying other languages to demonstrate proficiency in counting in other languages. List the various counting expressions in equations (e.g., French *quarante vingt:* [$4 \times 20 = 80$]; Japanese *san* [3] with 3 lines of calligraphy). (middle school, high school)	**A. Mathematical Processes** Connect mathematical learning with other subjects, personal experiences, current events, and personal interests.	
Calendars from other cultures	Find or research calendars used in different places of the world: solar calendars (including variations like the Chinese calendar), lunar calendars used in Jewish and Muslim communities and in Native American traditions, and the Gregorian calendar. Pick one and make a comparative table showing how dates shift in relation to a solar calendar. (upper elementary, middle school, high school)	**A. Mathematical Processes** A.4.3 Connect mathematical learning with other subjects, personal experiences, current events, and personal interests.	

TABLE 4.14 **Mathematics: Global Connections to Wisconsin's Academic Standards *(Continued)***

Professional Organizations with International Links for Mathematics Educators

Math Archives Web site lists professional societies of mathematics teachers and mathematicians in virtually every country of the world. To link with educators and find out about international conferences, research, and fellowships, investigate their numerous links at wysiwyg://65/http://archives.math.utk.edu/societies/html. Math Archives includes such listings as:

Chinese Mathematical Society

Canadian Mathematics Education Study Group

This group of mathematicians and educators meets annually to discuss mathematics education issues at all levels of learning.

European Mathematical Society

African Mathematics Union

Develops all aspects of mathematics in countries of Europe, especially those that transcend national frontiers.

AMU is the African equivalent of the International Mathematical Union.

Australian Association of Mathematics Teachers provides statements on issues such as assessment, calculators and computers, curriculum frameworks, and equity from states and territories of Australia.

Hong Kong Mathematical Society

Japan Society of Mathematical Education

Started in 1919, current members are located in all areas of Japan and include teachers from kindergarten to universities, administrators and researchers.

TABLE 4.15 **Music Education: Global Connections to Wisconsin's Academic Standards**

Music is a natural connector for teachers who wish to bring an international perspective into their classrooms. The arts, including music, function as a catalyst in culture. It is through the arts that mythology, science, and the human spirit meet to produce a genuine felt experience.

Some world cultures do not discuss the issue of how art exists in their collective community life; indeed, some languages do not even have words for music or art. They simply accept it, practice it, and allow the truths it reveals to flow through their culture. Any list of standards that separates a culture into discrete disciplines such as music and then smaller components such as specific academic standards may do children a disservice by failing to provide them with an appreciation of the wholeness of the culture being studied.

We are eager to expand a child's world by offering a diversity of experiences, yet it is possible that in so doing we can do as much harm as good. We educators must take care not to trivialize or water down concepts that come out of international communities with which we are less familiar in order to address inclusion of academic standards in the curriculum. Study of the music of another culture should be pursued with an eye always toward the gestalt. We need always to remind ourselves about the purpose of music and how it functions within the culture in question (Anderson and Campbell 1989).

Table 4.15 emphasizes cultural contexts and tries to make bridges between local and global musical examples. It is an attempt to provide some context that children can explore to more fully appreciate music and cultures. As with other tables in this section, activities are included not as a curriculum but only as examples for teachers wishing to include more global teaching materials and for teachers of all subjects and age levels looking for opportunities to connect their curriculum with that of their colleagues in the music room.

Music Themes and Topics	**Local Cultures: Sample Questions and Student Activities** (activities appropriate for all levels, K–12, with teacher modifications)	**Global Cultures: Sample Questions and Student Activities** (activities can be modified for all levels, K–12)	**Wisconsin's Academic Standards**
Music and What is music? What is not music? What does the culture believe about the importance and effect of music? Can music ever be considered dangerous?	Imagine these events without music: Memorial Day parade Wedding Funeral Television soap opera Advertising on TV Movies like *Titanic*, *Star Wars*, *Jaws* Discuss the power of Handel's *Messiah* or music in the movie *Jesus Christ Superstar*.	Listen to music of a Bulgarian women's choir Tibetan monks' chant Japanese *shakuhachi* and *koto* duo Gregorian chant, in a local monastery where such music is still sung Describe the way the music affects your sense of the environment and your mood. Discuss the music and texts of the Kol Nidre sung during the Jewish Yom Kippur service. Compare the ritual significance of the following instruments: Hebrew *shofar*, Australian aboriginal *didjeridu*, temple bells. What are examples of holidays from other countries that have special songs or music associated with them?	**I. Music Connections: History and Culture** I.4.3 Describe in simple terms how elements of music are used in music examples from various cultures of the world.

TABLE 4.15 **Music Education: Global Connections to Wisconsin's Academic Standards** ***(Continued)***

Music Themes and Topics	**Local Cultures: Sample Questions and Student Activities** (activities appropriate for all levels, K–12, with teacher modifications)	**Global Cultures: Sample Questions and Student Activities** (activities can be modified for all levels, K–12)	**Wisconsin's Academic Standards**
Reasons and purposes for music What particular human need or function does this music fulfill?	Use sound to enhance the reading of a puppet play production or a short story you have presented in class. You are the head of an ad agency creating a 30-second ad for Product X. Use music to deliver or enhance your message. Discuss the types of music that make you calm down, make you energetic, or make you feel happier. What are different ways you use music to communicate with friends and family or in various settings?	Study the indigenous music of Hawaii. Learn a hula. What is the function of hula? Attend Holiday Folk Fair in November in Milwaukee to see ethnic music and dance, or in the summer. What differences can you discover among music performed in a festival such as Asian Moon Festival or Irish Fest?	**D. Music Creativity: Composition** Students will compose and arrange music. D.4.1 Create and arrange music to accompany readings and dramatizations. D.4.2. Create and arrange short songs and instrumental pieces within specified guidelines.
Aesthetics of music What is good music? What is good sound quality? What is regarded as beautiful music in this culture? How does one know that music has achieved its purpose?	Perform as or listen to a solo group or ensemble. Are your criteria for deciding whether or not the music is good strictly based on what you hear? Does what you see also affect what you hear? How do conditions change your sense of what is beautiful? For instance, how does your criteria change if you attend an elementary, middle school, high school, college, community, or professional music performance? What criteria affect your judgments and your enjoyment of the performance?	Invite a guest from another culture to share a musical experience. Why does he or she feel this music is beautiful? What was involved to learn and study it? Examples: India—sitar music Sweden—traditional fiddle music Bali—gamelan orchestra	**G. Music Response: Evaluation** Students will evaluate music and music performances. G.8.1 Develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria to their personal listening, composing, and performing.

TABLE 4.15 **Music Education: Global Connections to Wisconsin's Academic Standards *(Continued)***

Music Themes and Topics	**Local Cultures: Sample Questions and Student Activities** (activities appropriate for all levels, K–12, with teacher modifications)	**Global Cultures: Sample Questions and Student Activities** (activities can be modified for all levels, K–12)	**Wisconsin's Academic Standards**
History of music How did the music evolve? What did the music used to sound like? How has the sound changed over time? How has the music been influenced by other groups and cultures? What changes the music? How does music get passed on?	With a tape recorder and a series of prepared questions, interview one of your older relatives or a neighborhood senior. Ask if he or she has any favorite music from the "old" days when they were in school. Where can they hear those tunes today? Ask if they can remember any songs that their parents sang to them. What do they think has changed in the music over time? How do they feel about the changes? Can they sing any of the old tunes? What has remained the same?	Invite a classroom guest whose background includes another musical culture to teach a dance and music combination. Examples: Learn two or three basic steps and hand motions of the *kohiko* Hawaiian hula. Make *uli'ulis* (hand-held rattles used in dancing the hula). How has the hula evolved in Hawaiian culture?	**I. Music Connections: History and Culture** Students will relate music to history and culture. I.4.2 Listen to and identify, by genre or style, examples of music from various historical periods and world cultures.

TABLE 4.15 **Music Education: Global Connections to Wisconsin's Academic Standards** ***(Continued)***

Music Themes and Topics	**Local Cultures: Sample Questions and Student Activities** (activities appropriate for all levels, K–12, with teacher modifications)	**Global Cultures: Sample Questions and Student Activities** (activities can be modified for all levels, K–12)	**Wisconsin's Academic Standards**
Genres of music What types of music are there in this culture? How did they develop historically? What functions do they perform? What defines the genre: Melody? Scale? Rhythm? What are the typical instruments? Who are well-known performers?	Identify examples and well-known performers of the many genres of music available in contemporary U.S. culture—for example, rock, acid, heavy metal, jazz, blues, country-western, rap, classical, TV, hymns, spirituals, lullabies, calypso, reggae, opera, musicals, gospel, etc. What in the music defines the style of a particular genre? Listen to a love song in several styles, like the folk song style, doo-wop style, and country music style. What makes you feel each one is a love song? Pick a style and write your own love song.	Listen to a series of examples of music from various countries and cultures. Identify them by cultural group and genre. What in the melody, rhythm, or texture helps to identify these examples: *Instruments:* Japan: *shamisen* and *koto* Greece: *bazuki* Russia: balalaika China: *er-hu, pi-pa, guzheng, yang-ching* Mexico: mariachi band Indonesia: gamelan Andes Mountains: pan pipes Iran: oud Bulgaria: *gaida* American Indian: flutes Mali: *kora* *Voices:* Bulgarian diatonic singing Singing in films made in India Sami *joiking* Swiss yodeling *Isicathamiya* singing (like Ladysmith Black Mambazo) Invite students in your school, including Hmong Americans, Polish Americans, African Americans, Lebanese Americans, and Native Americans, to share music from their heritage cultures. Ask them to bring in recordings of both contemporary and traditional music, to talk about the kinds of music their parents or grandparents enjoy, and to share music they themselves like.	**I. Music Connections: History and Culture** I.4.2, I.8.1 Listen to and identify by genre or style, examples of music from various historical periods and world cultures. **F. Music Response: Analysis** F.4.3 Students will analyze and describe music. F.4.3 Demonstrate perceptual skills by listening to, answering questions about, and describing music or various styles representing diverse cultures. F.4.3 Identify the sounds of a variety of instruments, including many orchestra and band instruments and instruments from various cultures, as well as male and female adult voices.

TABLE 4.15 **Music Education: Global Connections to Wisconsin's Academic Standards *(Continued)***

Music Themes and Topics	**Local Cultures: Sample Questions and Student Activities** (activities appropriate for all levels, K–12, with teacher modifications)	**Global Cultures: Sample Questions and Student Activities** (activities can be modified for all levels, K–12)	**Wisconsin's Academic Standards**
Kinds of Music What kinds of music are "in" with various subgroups?	What are reasons that make certain kinds of music—(e.g., rap, acid rock, folk, classical, country western, protest music, blues, lullabies, etc.) popular with different age groups of people? Examples: Older adults Young adults Young teens Children Toddlers Can you find differences by race, socioeconomic class, and ethnic group?	Invite a classroom guest or a student in the class whose musical background includes music from another tradition to perform or play recordings of examples of that tradition. Ask him or her to discuss the musical preferences of older and younger listeners of his or her community. Study pentatonic scales. Find countries and cultures (there are many) where this kind of music is found.	**I. Music Connections: History and Culture** Students will relate music to history and culture.
Transmission of music How do members within the culture learn the music? How do media and marketing sell music to us?	How do popular musicians become popular in today's world? What must they know and how do they learn it? Who are their teachers? How do classical musicians become skillful enough to be professionals in today's world? How do they learn? Who teaches them? Attend a Wisconsin summer polka festival (Polish American, German American, Czech American) with your parents. Talk to the teen members in some of the family bands and learn how to polka.	Attend a pow-wow on a tribal reservation, meeting hall, or state fairgrounds somewhere near your community. Observe what is happening around the drum. What are examples of careers involving knowledge of music that might lead to international connections? (e.g., ethnomusicologist, film scores composer)	**G. Music Response: Evaluation** Students will evaluate music and music performances. G.4.2 Explain, using appropriate music terminology, personal preferences for specific musical works and styles.

TABLE 4.15 **Music Education: Global Connections to Wisconsin's Academic Standards** ***(Continued)***

Music Themes and Topics	**Local Cultures: Sample Questions and Student Activities** (activities appropriate for all levels, K–12, with teacher modifications)	**Global Cultures: Sample Questions and Student Activities** (activities can be modified for all levels, K–12)	**Wisconsin's Academic Standards**
Compositions of music How did the old music become part of the new forms of music? How do new compositions get in? Are there composers? How do they become composers?	Who writes the songs for your favorite, performer, band, vocalist, etc.? Who writes the music for TV, the movies, church, dentist's office, grocery stores? How did these people become composers? Think of a song you like. Find out when it was written. If the composer had lived 20 (or 100) years earlier, research what instruments he or she might have used. How might it have sounded? Create a Japanese-style haiku poem and set it to a piece of music, with a pentatonic melody, that you have written.[1]	Write a report, with recorded examples, of performers in the world music movement who combine different genres and cultures of music, as well as new combinations of instrumentation. Examples: Synthesizer in Latino *cumbia* bands Electric guitar in South African music Hmong American rock and roll groups Sami Rock Joik (like Orbina) Jackalope or SynthacousticpunkarachiNavajazz (like Carlos Nakai) Balkan and Arabic blends (like Three Mustaphas Three)	**I. Music Connections: History and Culture** I.8.3 Compare, in several cultures of the world, functions music serves, roles of musicians, and conditions under which music is typically created and performed.
Texts of music What kinds of texts get put to music? Why is repetition important? How is music used to tell stories?	Create a poetic text about your home or a favorite vacation place, restaurant, person, or event. What genre of music will you set it to? Why did you choose this type of music? Discuss the effect of your work and your peers' work. What worked? What didn't work? What would improve it? Create a rap that is critical of or that praises something that has happened at school.	How does and did music function in perpetuating the oral traditions? Example: Icelandic ballads with over 100 verses, still sung today. Learn to sing "Ariang," variations on a Korean folk song (pentatonic scale).	**A. Music Performance: Singing** Students will sing, alone and with others, a varied repertoire of music. A.4.3, A.8.2 Sing from memory a varied repertoire of songs representing genres and styles from diverse cultures. **D. Music Creativity: Composition** D.4.1 Create and arrange music to accompany readings and dramatizations D.4.2 Create and arrange short songs and instrumental pieces within specified guidelines.

TABLE 4.15 **Music Education: Global Connections to Wisconsin's Academic Standards *(Continued)***

Music Themes and Topics	**Local Cultures: Sample Questions and Student Activities** (activities appropriate for all levels, K–12, with teacher modifications)	**Global Cultures: Sample Questions and Student Activities** (activities can be modified for all levels, K–12)	**Wisconsin's Academic Standards**
Kinds of musicians How does one become a musician in this culture?	Learn names and find pictures, recordings, and biographies of leading musicians in these genres: Pop, rock, rap Classical Jazz, blues Latin Cajun, folk, country How do we stereotype various musicians? What special vocabulary does each kind of musician use? What training does a musician need?	Read biographies and explore music of world-famous performers. Examples: Ravi Shankar (India) Bob Marley (Jamaica) Yehudi Menuhin (Israel) Andrés Segovia (Spain) S. E. Rogie (Sierra Leone) Violeta Parra (Chile) Thomas Mapfuno (Zimbabwe) Django Reinhardt (Belgium/France) Mercedes Sosa (Argentina) What makes their music speak to so many people?	**I. Music Connections: History and Culture** I.4.5 Identify and describe roles of musicians in various music settings and world cultures.
Contexts of music What else is going on while the music is being performed? How does one context support the other? What values and assumptions determine the behavior of the audience? What has to be in place for the music to have its correct effect?	What kinds of nonmusical elements contribute to the success of a rock concert? A children's concert with the performer Raffi? A string quartet performance? A concert held outdoors? What is the expected behavior of the audience? How does expected behavior contribute to the success of the performance?	Observe and comment on the interactions between audience and performers in one of the following examples: Live concert of Indian or West African music found frequently in large population centers like Milwaukee, Madison, or Minneapolis Wedding music in the musical *Fiddler on the Roof* or at an Orthodox Jewish wedding Native American pow-wow Who are the performers? Who is the audience? What types of interaction are there between musicians and audience?	**H. Music Connections: The Arts** H.8.1 Compare how the characteristic media of two or more arts can be used to transform similar events, scenes, emotions, or ideas into works of art.

TABLE 4.15 **Music Education: Global Connections to Wisconsin's Academic Standards *(Continued)***

Music Themes and Topics	**Local Cultures: Sample Questions and Student Activities** (activities appropriate for all levels, K–12, with teacher modifications)	**Global Cultures: Sample Questions and Student Activities** (activities can be modified for all levels, K–12)	**Wisconsin's Academic Standards**
Movement of music What physical or musical movements give clues to the kind of music we are hearing?	Musical charades: Imitate the moves of a favorite group or individual popular performer. Have the rest of the classroom guess who it is.	Study the indigenous music of Hawaii. Learn a hula.	**F. Music Response:** **Analysis** F.6 Students will respond through purposeful physical movement to selected prominent musical characteristics or to specific musical events while listening to music.
	Attend a school concert and watch the conductor. How do his or her movements change as the music changes?	Learn a traditional dance with an Irish, Russian, Thai, Indian, Javanese, Balinese, or Israeli history. Locate the country on a map. Identify the names and sounds of the instruments. In what context and when was the dance done? By whom? Is it danced today? What is or was its importance in the culture?	
	Observe people dance at any of the following: middle school or high school dance, grandparents' 50th wedding anniversary celebration. Discuss why they are different.		
	Learn a traditional dance form such as a Western square dance, Appalachian clogging, New England contra, or Tex-Mex dance. In what context was it danced? By whom? Is it danced today? Did the people doing this dance today learn from their families or from a special teacher?		

Table 4.15 **Music Education: Global Connections to Wisconsin's Academic Standards** ***(Continued)***

Music Themes and Topics	**Local Cultures: Sample Questions and Student Activities** (activities appropriate for all levels, K–12, with teacher modifications)	**Global Cultures: Sample Questions and Student Activities** (activities can be modified for all levels, K–12)	**Wisconsin's Academic Standards**
Material culture of music Material culture includes materials used to make instruments, artwork on the instruments, sheet music, recording devices, and music stands, as well as the rituals the music addresses.	Study the contributions of Les Paul and discuss his impact on today's popular music scene in America.	Build a gamelan made from pot lids and various suspended metal items. Perform a short program using that instrument.	**F. Music Response: Analysis** F.4.3 Identify the sounds of a variety of instruments from various cultures.
	Listen to or view a performance of the technocentric Blue Man Group. Discuss the instruments they use.	Make a Native American Indian flute, cow horn shaker, *quena* (traditional flute of the Andes), Japanese *shakuhachi*, suling, flute, or *zampoñas* (pan pipes of Peru and Ecuador) out of PVC pipe. Learn to produce a beautiful sound on the one you have made. Compare the sound of your instrument with those of classmates who used different materials. Can you play something together?	**C. Music Creativity: Improvisation** C.4.3 Improvise simple rhythmic variations and melodic embellishments on given pentatonic melodies.
	How do the various instruments affect the total sound and feeling? Compare the sound of music on a Sony Walkman or on CDs with the way music sounded on an old wind-up Victrola or 78-rpm record. How do technology changes make it easier for more people to own and hear music?	Listen to jug band music. Get some soda bottles and create your own jug band.	
	Do you need hundreds of dollars' worth of instruments and equipment to make good music? Make music on a blade of grass. Discuss what is necessary to make music.		

Table 4.15 **Music Education: Global Connections to Wisconsin's Academic Standards *(Continued)***

Professional Organizations with International Links for Music Educators

International Society for Music Education
International Office
Ganzenmarkt 6
3512 GD Utrecht
P.O Box 805
NL-3500 AV Utrecht
The Netherlands
11 31 (0)30-2 36 12 58; fax, 11 31 (0)30-2 36 12 17
E-mail: info@isme.org
Web site http://www.isme.org

Putumayo
324 Lafayette, 7th Floor
NY 10012
(800) 995-9588 (212) 625-1400; fax, (212)460-0095
E-mail: info@putumayo.com
Web site: http:www.putumayo.com
Source for contemporary world music recordings.

African Studies Program, University of Wisconsin
Large selection of recordings of African music on-line, as well as superb links to other Africa-related Web pages, including many for K–12 educators.

American Folklife Center at the Library of Congress
Room LJ G-49, Thomas Jefferson Building
1st St. and Independence Avenue, S.E.
Washington, D.C. 20540-4610
Web site: http://www.loc.gov/folklife
World's oldest and largest repository of music and sound recordings and ethnographic collections, numbering over one million items. Internships, awards, special projects, and K–12 folklife curriculum suggestions will be of interest to teachers.

Exploring the Global Soundscape
School programs that emphasize global and local musical connections with Dr. Hal Kacanek
Web site: http://www.DrHal.net
Wisconsin Arts Board
101 E. Wilson
Madison, WI 53703
Nonprofit educational organization that provides school programs to teach about dances and folk music of world cultures.

Holiday Folk Fair International
International Institute of Wisconsin
1110. N. Old World Third St.
Suite 420
Milwaukee, WI 53203
(414) 225-6235
A Wisconsin folk music and dance extravaganza held annually the weekend before Thanksgiving.

Folklore Village Farm
Route 3
Dodgeville, WI 53533
(608) 924-4000
Folk arts center that offers school programs as well as family festivals and weekend workshops and concerts.

TABLE 4.15 **Music Education: Global Connections to Wisconsin's Academic Standards *(Continued)***

Professional Organizations with International Links for Music Educators *(Continued)*	
Mills Music Library University of Wisconsin–Madison B162 Memorial Library 728 State St. Madison, WI 53706 (608) 263:1884; fax, (608) 265-2754 E-mail: askmusic@library.wisc.edu Audio Facility E-mail: millsaudio@library.wisc.edu Web site: http://www.library.wisc.edu/libraries/music This excellent library is a primary resource for music materials, recordings, and information. Its special collections include the Americana Collection (7,000 songs and sheet music), Indonesian music, South Asian recordings, and Wisconsin folk music recordings and public radio program archives.	**World Music Press** Top-quality, award-winning multicultural music books, recordings, and choral music for educators and community outreach programs. PO Box 2565 Danbury CT 06813-2565 800-810-2040; fax, (203) 748-3432 E-mail: WMPress@aol.com Web site: http://www.worldmusicpress.com

Note: Grateful appreciation to Hal Kacanek, Ph.D., for contribution of comments and topics and also to the wonderful book *Worlds of Music*, 3d ed. (Todd 1996), used with permission.

[1] Pentatonic melodies are melodies built on five-tone scales; these melodies are common in many cultures.

TABLE 4.16 **Physical Education: Global Connections to Wisconsin's Academic Standards**

Concepts, Topics, and Issues	Sample Activities	Wisconsin's Academic Standards	Personal Notes: Where Can I Use This?
Children's games from other cultures and countries	Big Snake: Ghana, West Africa (tag) Cheetah, Cheetah: India (tag) Shuttlecock: Korea Catch the Tail: Nigeria (cooperative tag) Taking Balls: New Guinea (balls and hoops) Corncob Toss: Indians, New Mexico (beanbag toss) *Beştas* (Five Stones): Turkey (similar to jacks) *Kendama, Otedama:* Japan (ball and string toys) Hopscotch from 17 countries[1] (elementary, middle school, high school)	**G. Understanding Diversity:** Recognize the role of sports, games, and dance in various cultures.	
Team games in other countries	Cricket: Played in British Commonwealth countries—Australia, India, South Africa, New Zealand Lacrosse: American Indian (all levels)		
Martial arts	Japan: Kendo—Japanese-style fencing *Kyudo*—Japanese-style archery *Iaido*—The way of the sword Okinawa, Japan: *shorin-ryu; uechi ryu* Korea: *tae kwan do; hop ki do; tang su do* China: *tai chi; jeet kun do; shaolin kungfu* Philippines: *kali; penjat salat* Brazil: *capoiera* Europe: Fencing (upper elementary, middle school, high school)	**G. Understanding Diversity:** Recognize the role of sports, games, and dance in various cultures.	

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[1] Lankford 1992 presents directions for playing various kinds of hopscotch, a game played from ancient times through today.

TABLE 4.16 **Physical Education: Global Connections to Wisconsin's Academic Standards**

Concepts, Topics, and Issues	Sample Activities	Wisconsin's Academic Standards	Personal Notes: Where Can I Use This?
Folk dances from around the world	Quebec: *La Bastrinque* U.S. South: Cotton-Eyed Joe Mexico: *La Raspa* Bolivia: *El Carnavalito* Denmark: Seven Jumps Israel: *Yesh Lanu Taish* Philippines: *Tinikling* Japan: *Tanko Bushi* (coal miners' dance) (all levels)	**G. Understanding Diversity:** Recognize the role of sports, games, and dance in various cultures.	
Soccer as a world movement	Where will the next World Cup be held? How many people will watch on TVs around the world? Why is soccer so popular? Who watches soccer—gender, age groups, and nationalities? Who are the leading men's and women's teams this year? (K–12) Watch the soccer movie about children in a Tibetan monastery, *The Cup* (1999 Cannes Film Festival award, Fine Line Features and Palm Pictures, Web site http://www.the-cup.com). (all levels)	**G. Understanding Diversity:** Recognize the role of sports, games, and dance in various cultures.	
Problem analysis	Join or form a conflict-resolution team and learn skills for mediating, negotiating, and problem solving. (grades 5–12)	**F. Respectful Behavior** Students will demonstrate responsible personal and social behavior in physical-activity settings. F.1 Identify positive and negative peer influences.	
Conflict resolution	Guide students through the process of team building or cooperative/conflict activities.		

TABLE 4.16 **Physical Education: Global Connections to Wisconsin's Academic Standards** ***(Continued)***

Concepts, Topics, and Issues	Sample Activities	Wisconsin's Academic Standards	Personal Notes: Where Can I Use This?
Interpersonal conflict	Why do fights break out at sports events (local, international examples)? To what current events issues are these conflicts linked? How are stereotypes used at sports events? Propose solutions or prevention measures for specific situations.	**F. Respectful Behavior** F.2 Solve problems by analyzing causes and proposing solutions. F.5 Resolve interpersonal conflicts with sensitivity to rights and feelings of others; find positive ways to exert independence. F.6 Work cooperatively within a group to achieve group goals in competitive as well as cooperative ways.	
Wheelchair sports	Play a basketball game, race one kilometer, or do a square dance with your classmates, with each person in a wheelchair. Ask a classmate in a wheelchair to talk about how he or she learned to maneuver the wheelchair. (K–12). Process "feelings" related to student experiences above. Give examples of times when others regarded you as "different," "weird," or "one of them." How did you feel? How did you want others to regard you? Propose ways of including wheelchair-using or visually impaired classmates in these sports: hip-hop dancing, playing hide-and-seek, jogging around the schoolyard. Try the activities above. Teachers or counselors need to guide student stages of struggle and their feelings in different parts of the process. Research accomplishments of persons with disabilities. Invite guests with different disabilities to the classroom. (elementary/middle school)	**G. Understanding Diversity** G.2 Include persons of both genders and various ethnic backgrounds and those with exceptional needs to join in personally enjoyable physical activities. G.4 Develop strategies for including persons of diverse backgrounds and abilities in physical activities.	

TABLE 4.16 **Physical Education: Global Connections to Wisconsin's Academic Standards *(Continued)***

Professional Organizations with International Links for Physical Education Teachers

American Alliance for Health, Physical Education, Recreation and Dance
1900 Association Dr.
Reston, VA 20191
Tel: (703) 476-3400; toll-free, (800) 213-7193
E-mail: webmaster@aahperd.org
Web site: www.aahperd.org/

International Council for Health, Physical Education, Recreation, Sport, and Dance
1900 Association Dr.
Reston, VA 20191
(703) 476-3486; fax, (703) 476-9527; toll-free, (800) 213-7193
E-mail: ichper@aahperd.org

Numerous other organizations exist in specific countries or continents, for example:

Physical Education Association of Ireland
Cuman Corpoideachais nah Eireann
University of Limerick
The National Technological Park
Limerick, Ireland
1 353 61 330442; fax, 353 61 331304
E-mail: peai@ul.ie

African Association for Health, Physical Education, Recreation, Sport and Dance
Department of Physical Education
PO Box 0022
University of Botswana
Gaborone, Botswana
1267 351151; fax; 1267 356591
E-mail: wekesam@noka.ub.bw

Federation Internationale d'Education Physique
4 Cleevecroft Ave.
Bishops Cleeve
Cheltenham, Glos. GL52 4JZ, England
144 1242 673674; fax, 144 1242 673674

TABLE 4.17 **Science: Global Connections to Wisconsin's Academic Standards**

Concepts, Topics, and Issues	Sample Activities	Wisconsin's Academic Standards	Personal Notes: Where Can I Use This?
Ecology	Observe and record ecological principles through examination of one of the following: 1. Ecosystems 2. Energy flows 3. Cycles 4. Food chains and webs (all levels)	**F. Life and Environmental Science** Populations and Ecosystems F.8.8 Show through investigations how organisms both depend on and contribute to the balance or imbalance of populations and/or ecosystems, which in turn contribute to the total system of life on the planet. F.12.8 Using the science themes, infer changes in ecosystems prompted by the introduction of new species; environmental conditions; chemicals; and air, water, or earth pollution.	
Chemistry	Study the chemistry of atmospheric and water pollution and the costs and benefits of cleanup measures. (middle school, high school)	**D. Physical Science** D.8.3 Understand how chemical interactions and behaviors lead to new substances with different properties. **F. Life and Environmental Science** The Interdependence of Organisms F.12.8 Using the science themes, infer changes in ecosystems prompted by the introduction of new species; environmental conditions; chemicals; and air, water, or earth pollution. **G. Science Applications** G.12.5 Choose a specific problem in our society, identify alternative scientific or technological solutions to that problem, and argue its merits.	

Note: Many activities in this table were drawn with appreciation and admiration directly from Pike and Selby 1999, p. 19. Used with permission.

TABLE 4.17 **Science: Global Connections to Wisconsin's Academic Standards *(Continued)***

Concepts, Topics, and Issues	Sample Activities	Wisconsin's Academic Standards	Personal Notes: Where Can I Use This?
Geology	Examine the impact of mineral mining and quarrying on the health of humans, other species, and ecosystems. For instance, the world's top three coal producers are China, Russia, and the United States. Government policies and mining practices have different effects on animals, landscapes, and humans in each place. China burns huge amounts of coal, which produces CO_2 and impacts global warming. The American Coal Foundation and U.S. Dept. of Energy provide good resources and statistics. (high school)	**E. Earth and Space Science** E.12.4 Analyze the benefits, costs, and limitations of past, present, and projected use of resources and technology and explain the consequences to the environment.	
Nuclear energy as a global resource	Weigh the advantages and disadvantages of nuclear energy. In 2001, there were 437 nuclear plants in operation. The United States had the largest number (104, with 2 in Wisconsin), followed by France (59), Japan (51), United Kingdom (33), and Russia (30).[1] What are advantages and disadvantages of alternative energy production? (high school)	**G. Science Applications** G.12.5 Choose a specific problem in our society, identify alternative scientific or technological solutions to that problem, and argue their merits.	
International development	Explain how a wind generator or water pump works, for use in the developing world. The United Nations UNESCO Web site gives country-by-country examples of low-impact technology being developed.[2] (middle school)	**G. Science Applications** G.8.4 Propose a design of an applied science model or a machine that will have an impact in the community or elsewhere in the world and show how the design might work, including potential side effects.	

TABLE 4.17 **Science: Global Connections to Wisconsin's Academic Standards *(Continued)***

Concepts, Topics, and Issues	Sample Activities	Wisconsin's Academic Standards	Personal Notes: Where Can I Use This?
Air quality	Discuss air quality in different places with which students are familiar. What is necessary for clean air and what contributes to air pollution? How is air pollution measured? What cities in the world have the greatest air pollution and why? Breathing the air in Mexico City has been compared to smoking three packages of cigarettes a day. (all levels)	**F. Life and Environmental Science** Students will demonstrate an understanding of the characteristics and structures of living things, the processes of life, and how living things interact with one another and their environment.	
Herbicides	Using knowledge of preparation methods and analytical chemistry techniques, show how a new herbicide could be developed and marketed. Draw attention to the roles of various experts and scientists who would need to be involved. (high school)	**G. Science Applications** G.12.5 Choose a specific problem in our society, identify alternative scientific or technological solutions to that problem, and argue its merits.	
International scientists	Explore the contributions of women, including American minority women and women in other countries, to science and technology throughout history.[3] (all levels)	**B. Nature of Science** B.4.1 Acquire information about people who have contributed to the development of major ideas in the sciences and learn about the cultures in which these people lived and worked.	
Technological futures	Analyze the role of technology in contemporary lives, and envision preferred technological futures. (all levels)	**G. Science Applications** Choose a specific problem in our society, identify alternative scientific or technological solutions to that problem, and argue their merits.	
Nutrition	a) Explore the impact of inadequate nutrition on human health. b) In looking at places in the world where there is large-scale malnutrition, hypothesize social- and science-related reasons. Offer strategies for solutions. (all levels)	**C. Science Inquiry** When studying science content, ask questions suggested by current social issues, scientific literature, and observations of phenomena; build hypotheses that might answer some of these questions; design possible investigations; and describe results that might emerge from such investigations.	

TABLE 4.17 **Science: Global Connections to Wisconsin's Academic Standards *(Continued)***

Concepts, Topics, and Issues	Sample Activities	Wisconsin's Academic Standards	Personal Notes: Where Can I Use This?
Global warming	Predict the impact of global warming or ozone depletion on a variety of living species and their habitats. (middle school)	**A. Science Connections** A.8.8 Use the themes of evolution, equilibrium, and energy to predict future events or changes in the natural world.	
Calendars from other cultures (astronomy, physics, mathematics, social studies)	Find or research calendars used in different places of the world: solar calendar (including variations like the Chinese calendar), lunar calendars used in Jewish and Muslim communities and in Native American traditions, and the Gregorian calendar. Pick one and make a comparative table showing how dates shift in relation to a solar calendar. What basic astronomical facts are used by each system? (grades 5–12)		
School-to-school links	Choose a river, forest, air-quality, traffic, or weather-related issue. Gather and analyze data and compare it with data gathered by a class in another country. Share the data by E-mail, by fax, or in writing, carried to the school by a visiting scientist. (grades 5–12)	**C. Science Inquiry** C.12.2 Identify issues from an area of science, study, write questions that could be investigated, review previous research on these questions, and design and conduct responsible and safe investigations to help answer the questions.	

TABLE 4.17 **Science: Global Connections to Wisconsin's Academic Standards *(Continued)***

Professional Organizations with International Links for Science Educators

Volunteers in Technical Assistance (VITA)
Suite 710
1600 Wilson Blvd.
Arlington, VA 22209
(703) 276-1800
E-mail: vita@vita.org
Web site: http://www.vita.org
Founded by engineers and scientists, supports entrepreneurs in countries with developing economies (e.g., Benin and Morocco in Africa), especially with projects involving technology.

Council for Elementary Science International (CESI)
An organization for elementary and middle school science educators; a division affiliate of the National Science Teachers Association (NSTA).
Web site: http://unr.edu/homepage/crowther/cesi.html
CESI, David T. Crowther, University of Nevada, Reno. College of Education
M/S 282, Reno, Nevada 89557. (775) 784-4961 ext. 2004 E-mail: crowther@unr.edu

International Council of Associations for Science Education
There are 150 member organizations in over 60 countries working to improve science education for children and young people throughout the world.

I CASE Secretariat: College Lane, Hatfield, Hertfordshire, AL 109AA, United Kingdom
(144 1707) 271034; fax, (144 1707) 270142
E-mail: icase@ase.org.uk
Web site: http://sunsite.anu.edu.au/icase/index.html

Examples of member organizations include:
Australian Science Teachers Association
National Secretariat, Mungga-iri House, Unit 7, 18 Napier Close, Deakin ACT 2600
(102) 6282 9377; fax, (102) 6282 9477
E-mail: asta@asta.edu.au
Web site: www.asta.edu.au

Science Teachers Association of the United Republic of Tanzania
Dareda Secondary School, P.O. Box 244-Babati, Arusha, Tanzania
Contact: The secretary

European Youth Science Network, c/o ECO
11 Cope Street
Dublin 2, Ireland

Club de Ciencias "Albert Einstein", Salta 2857
Planta alta (7600)
Mar del Plata, Argentina
Contact: Prof. Marta Cristina Moyano, E-mail: simicase@mdp.edu.ar

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[1] World Nuclear Association Statistic, http://world-nuclear.org, accesseed June 2002.

[2] United Nations UNESCO country-by-country information on low-impact technologies: http://www.unesco.org/science/wsp/country/national/htm, 1996.

[3] See Bernstein, Zierdt-Warshaw, and Winkler 1998. Designed as a supplement to middle school science programs. These two books explore the word of women in medicine, physics, biology, engineering, chemistry, and environmental science. Three Web pages that focus on women scientists are Women in Technology International (http://www.witi.com/index-c.shtml), 4,000 Years of Women in Science (http://www.astr.ua.edu/4000WS/), and NASA's Web site, including a page on women in space (http://www.nasa.gov).

Table 4.18 **Technology Literacy: Global Connections to Wisconsin's Academic Standards**

Technology Skills and Curriculum Connections	Sample Activities	Wisconsin's Academic Standards	Personal Notes: Where Can I Use This?
Global Connections through Technology Literacy	Like international education and environmental education, technology skills need to be integrated throughout the curriculum in every subject and at every level. In 1998, the Wisconsin Department of Public Instruction published *Information and Technology Literacy Standards Matrix* to show how mathematics, science, social studies, and English language arts standards, in particular, can be implemented to build technology literacy.[1] A sampling of these standards is highlighted here to illustrate possible global connections.	Four information and technology literacy content standards: **A. Media and Technology** **B. Information and Inquiry** **C. Independent Learning** **D. The Learning Community**	

TABLE 4.18 **Technology Literacy: Global Connections to Wisconsin's Academic Standards** ***(Continued)***

Technology Skills and Curriculum Connections	**Sample Activities**	***(First)*** **Information and Technology Literacy Standard** ***(Second)*** **Wisconsin's Academic Standard in English Language Arts, Mathematics, Science, or Social Studies**	**Personal Notes: Where can I Use This?**
English Language Arts			
E-mail attachments (Book reports)	Read a book. Share your book report with a child in another school who has read the same book. (For example, Harry Potter books by author J.K. Rowling have been published in 42 languages as of May 2001.) Send your book report as an E-mail attachment. Compare your reports. (elementary)	**Information and Technology Literacy Standard:** **C. Independent Learning** C.4.2 Compare their own interpretations of literature and other creative expressions of information with those of others. **English Language Arts Standard:** **A. Reading and Literature** A.4.2 Read, interpret, and critically analyze literature.	
	Using the Internet, find a children's story written by a child or adult in another country. Read the story. Find the country on the map. What story you have read or experience you have had does this remind you of? Search on-line to create an electronic collage of images (country map, flag, author photo, and thematic connections). Is there a way to connect to the author on-line? (elementary)		
Validity of information (Citizenship skills for a democracy; advocacy skills)	Send a persuasive, informative letter to a newspaper editor, newscast host, or elected congressional representative to encourage attention to a global issue that has local implications. Cite authoritative sources. Using the Internet, locate the individual or organization's Web site and send your letter using the "feedback" format on the Web site. (middle school)	**Information and Technology Literacy Standard:** **B. Information and Inquiry** B.8.4 Locate indicators of authority for all sources of information. Determine if information is timely, valid, accurate, comprehensive, and relevant. **English Language Arts Standard: B. Writing** B.8.1 Create or produce writing to communicate with different audiences for a variety of purposes.	

TABLE 4.18 **Technology Literacy: Global Connections to Wisconsin's Academic Standards** ***(Continued)***

Technology Skills and Curriculum Connections	**Sample Activities**	***(First)* Information and Technology Literacy Standard** ***(Second)* Wisconsin's Academic Standard in English Language Arts, Mathematics, Science, or Social Studies**	**Personal Notes: Where can I Use This?**
Web page design skills	Write an article for the school newspaper or school Web page on an issue that connects the lives of young people to a global event. Heighten the attraction and impact of your work by using a drawing program, scanner, or digital camera. (middle school, high school)	**Information and Technology Literacy Standard: B. Information and Inquiry** B.12.5 Use data-gathering strategies that include summarizing, paraphrasing, comparing, and quoting. Organize information in systematic manner for unity, coherence, clarity, and emphasis. **English Language Arts Standard: B. Writing**	
Desktop publishing: Use of scanners, digital cameras, and drawing programs (Personal connections to global events)	Add a Web page connection to your school's Web page to illustrate different views on the global issue of students in your school and students in a sister school abroad or in another U.S. city. (high school)	B.12.1 Create or produce writing to communicate with different audiences for a variety of purposes.	
Internet research tools (Cultural differences)	Go to the "Bibliographies" section on the Internet School Library Media Center's multicultural page (http://falcon.jmu.edu/~ramseyil/multipub.htm) (this is a page for teacher activities). Use this as a starting point to find literature that illustrates variations in expression representing cultural and social differences. Look for the titles that interest you in your Library Media Center. Have students choose a story, read it, and act it out. (elementary)	**Information and Technology Literacy Standard: C. Independent Learning** C.4.3 Identify materials that reflect diverse perspectives. **English Language Arts Standard: D. Language** D.4.2 Recognize and interpret various uses and adaptations of language in social, cultural, regional, and professional situations, and learn to be flexible and responsive in their use of English.	

TABLE 4.18 **Technology Literacy: Global Connections to Wisconsin's Academic Standards** ***(Continued)***

Technology Skills and Curriculum Connections	**Sample Activities**	***(First)*** **Information and Technology Literacy Standard** ***(Second)*** **Wisconsin's Academic Standard in English Language Arts, Mathematics, Science, or Social Studies**	**Personal Notes: Where can I Use This?**
Media literacy (Perspectives and bias)	Read and analyze the news about a global issue as reported by major newspapers in several different countries. Visit the Internet Public Library of on-line newspapers in many languages (http://www.ipl.org/reading/news). You can enter a topic in the index and see articles on it that have been printed in newspapers around the world. (middle school) Two more newspaper sources that index international newspapers by topic are http://www.newsindex.com and http://FowlerLibrary.com/kiosk.	**Information and Technology Literacy Standard:** **B. Information and Inquiry** B.8.4 Distinguish between fact and opinion; recognize point of view or bias. **Standard: C. Independent Learning** C.8.3 Recognize how words, images, sounds, and illustrations can be constructed to convey specific messages, viewpoints, and values. **English Language Arts Standard:** **E. Media and Technology** E.8.2 Make informed judgments about media and products.	
Mathematics Interpretation of visual images (Reading and literature)	Access, observe, and discuss logos and other visual elements that accompany stories written by students in other countries. Participate in the "Colouring Our Culture" program of i*Earn (http://www.iearn.org/projects/colouring.html). Note: Schools or districts must pay a modest fee to participate in i*Earn projects. See more information about i*Earn in Chapters 6 and 7. (elementary, middle school)		

TABLE 4.18 **Technology Literacy: Global Connections to Wisconsin's Academic Standards *(Continued)***

Technology Skills and Curriculum Connections	Sample Activities	*(First)* Information and Technology Literacy Standard *(Second)* Wisconsin's Academic Standard in English Language Arts, Mathematics, Science, or Social Studies	Personal Notes: Where can I Use This?
Spreadsheets and databases (Population comparisons)	In your study of Wisconsin, develop visual illustrations of the differences in the numbers of immigrants who came to the state from various countries in the late 1800s and early 1900s. (grades 4–8)	**Information and Technology Literacy Standard: A. Media and Technology** A.4.3 Use a prepared spreadsheet template to enter and edit data and to produce and interpret a simple graph or chart. **Mathematics Standard: A. Mathematical Processes** A.4.2 Communicate mathematical ideas in a variety of ways, including words, numbers, symbols, pictures, charts, graphs, tables, diagrams, and models.	
Graphs, charts, and lists in word-processed documents (Economic comparisons)	Compare the annual economic growth of three countries engaged in war or internal conflict as compared to three countries of similar size and in similar parts of the world that are not at war. (middle school, high school)	**Information and Technology Literacy Standard: A. Media and Technology** A.8.3 Incorporate database and spreadsheet information (e.g., graphs, charts, lists) in word-processed documents. **Mathematics Standard: A. Mathematical Processes** A.8.4 Develop effective oral and written presentations that include appropriate use of technology.	
Listservs on-line discussion groups (Data comparisons on a global issue)	Obtain and review information from various sources on the extent and impact of global warming (present-day and forecast data). For example, a comprehensive source for listserves and E-zines can be found on the Internet at http://tile.net/lists. (high school)	**Information and Technology Literacy Standard: B. Information and Literacy** B.12.5 Analyze and relate information using a variety of relational techniques (e.g., graphic organizers, database reports, spreadsheet charts, graphs). **Mathematics Standard: B. Number Operations and Relationships** B.12.5 Create and critically evaluate numerical arguments presented in a variety of classroom and real-world situations (e.g., political, economic, scientific, social).	

TABLE 4.18 **Technology Literacy: Global Connections to Wisconsin's Academic Standards** ***(Continued)***

Technology Skills and Curriculum Connections	**Sample Activities**	***(First)* Information and Technology Literacy Standard** ***(Second)* Wisconsin's Academic Standard in English Language Arts, Mathematics, Science, or Social Studies**	**Personal Notes: Where can I Use This?**
Science			
Search engines (Famous scientists)	Research African American men and women who have made important scientific contributions. What are key words to type into the search engine of the computer? (elementary, middle school)	**Information and Technology Literacy Standard:** **A. Media and Technology** A.4.4 Identify and use simple search engines and directories. B.4.3 Search for information by key word, author, title, and topic or subject. **Science Standard: B. Nature of Science:** B.4.2 Acquire information about people who have contributed to the development of major ideas in the sciences and learn about the cultures in which these people lived and worked.	
Spreadsheets (Population trends)	Make spreadsheets and graph data to show the correlation between population increases and natural resource decreases, choosing a specific country, time in history and resource depletion. What caused the increases and decreases? What will happen if the trends continue? What are possible solutions? (middle school, high school)	**Information and Technology Literacy Standard:** **A. Media and Technology** A.8.3 Construct a simple spreadsheet, enter data, and interpret the information. **Science Standard: F. Life and Environmental Science** F.8.10 Diversity and Adaptations of Organisms: Project how current trends in human resource use and population growth will influence the natural environment, and show how current policies affect those trends.	
Research strategies (Strategies for solutions to global issues)	Research and review Web sites to identify and contact specialists with contrasting views on the use of resources obtained from environmentally sensitive areas. (high school)	**Information and Technology Literacy Standard:** **B. Information and Literacy** B.12.2 Develop a plan to obtain needed information using a variety of research and investigative strategies (e.g., interviews, questionnaires, experiments, and surveys). **Science Standard: E. Earth and Space Science** E.12.4 Analyze the benefits, costs, and limitations of past, present, and projected use of resources and technology, and explain the consequences to the environment.	

TABLE 4.18 **Technology Literacy: Global Connections to Wisconsin's Academic Standards *(Continued)***

Technology Skills and Curriculum Connections	**Sample Activities**	***(First)* Information and Technology Literacy Standard** ***(Second)* Wisconsin's Academic Standard in English Language Arts, Mathematics, Science, or Social Studies**	**Personal Notes: Where can I Use This?**
Social Studies CUseeMe software (Connecting with people abroad in real time)	Explore CUseeMe Software (http://www.cuseeme.com) to understand how one can interview persons in other countries and how one can see, hear, and share information with students in other classrooms. (elementary, middle school)	**Information and Technology Literacy Standard:** **B. Information and Literacy** B.4.3 Identify possible sources of information including print, nonprint, electronic, and human resources. **Social Studies Standard:** **A. Geography: People, Places, and Environments** A.4.7 Identify connections between the local community and other places in Wisconsin, the United States, and the world.	
Biographical dictionaries, electronic thesauri (Women's history)	Use a biographical dictionary and other library resources to make a booklet about a woman who contributed to peace efforts at the end of the Civil War, World War I, or World War II. What happened to her when she was young to influence how she thought when she was an adult?	**Information and Technology Literacy Standard:** **B. Information and Inquiry** B.8.3 Use biographical dictionaries, thesauri, and other common reference tools in both print and electronic formats **Social Studies Standard:** **B. History: Time, Continuity, and Change** B.8.7 Identify significant events and people in the major eras of United States and world history.	
Streaming video over the Internet (Historical timelines) Timeliner and drawing software (Historical figures and events)	Write, produce, tape, and act in a video about her life. Share the video over the Internet with students in another school. Using timeliner or drawing software on the computer, identify important events that have happened in your own lifetime. Make a timeline. (middle school)	**Information and Technology Literacy Standard:** **D. Learning Community** D.8.4 Compare and contrast freedom of the press in different situations and geographic areas.	

TABLE 4.18 **Technology Literacy: Global Connections to Wisconsin's Academic Standards *(Continued)***

Technology Skills and Curriculum Connections	**Sample Activities**	***(First)* Information and Technology Literacy Standard** ***(Second)* Wisconsin's Academic Standard in English Language Arts, Mathematics, Science, or Social Studies**	**Personal Notes: Where can I Use This?**
Local and global sources of technological information (Wisconsin trade)	Where does Wisconsin have trade offices abroad? How do they help Wisconsin companies? Use E-mail and fax messages to contact Wisconsin international trade representatives abroad to request information or to confirm classroom research. In what countries would you recommend placement of future offices? Why? (middle, high school)	**Information and Technology Literacy Standard:** **B. Information and Inquiry** B.12.2 Identify a full range of appropriate and available information from local, national, and global sources. **Social Studies Standard:** **D. Economics: Production, Distribution, Exchange, Consumption** D.12.3 Analyze and evaluate the role of Wisconsin and the United States in the world economy.	
Formats for presentation: Multimedia presentation software (Global connections)	Including military duty, count all the countries that classroom parents have traveled to or are connected to by language, culture, friends, or experiences. What is the meaning of the word *culture*? What are examples of cultural components (religion, folktales, holidays, foods, customs, fashion) that we can identify in the places discussed? Choose a presentation format to convey the global connections of the classroom to different places in the world. (elementary, middle school)	**Information and Technology Literacy Standard:** **B. Information and Inquiry** B.4.7 Choose a presentation format (e.g., speech, paper, Web page, video, hypermedia). **Standard: C. Independent Learning** C.4.3 Identify materials that reflect diverse perspectives. **Social Studies Standard:** **E. The Behavioral Science: Individuals, Institutions, and Society** E.4.14 Describe how differences in cultures may lead to understanding or misunderstanding among people.	
Technology literacy in	***Agriculture Education*** ***Family and Consumer Education*** ***Marketing Education*** ***Business Education*** ***Technology Education***	***Art and Design*** ***Music*** ***Theater*** ***Dance*** ***Reading*** ***World Languages***	

It is important that information technology literacy be integrated into all subject areas in the curriculum.
The four subject areas outlined in this table are used only as examples.

TABLE 4.18 **Technology Literacy: Global Connections to Wisconsin's Academic Standards** ***(Continued)***

Professional Organization with International Links for Teachers Interested in Educational Technology

International Society for Technology in Education (ISTE)
480 Charnelton Street
Eugene, OR 97401-2626
(800) 336-5191 (Toll free for U.S. and Canada)
(541) 302-3777 (International)
(541) 302-3778, Fax
E-mail: iste@iste.org
Web site: http://www.iste.org

ISTE promotes appropriate uses of information technology to support and improve learning, teaching, and administration in K–12 education and teacher education. ISTE supports a worldwide network of Affiliates and Special Interest Groups (SIGs).

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[1] Wisconsin Department of Public Instruction 2000.

Table 4.20 **World Languages: Global Connections to Wisconsin's Academic Standards**

Concepts, Topics, and Issues	**Sample Activities (Activities below are appropriate for all levels of students.)**	**Wisconsin's Academic Standards**	**Personal Notes: Where Can I Use This?**
Classroom guests	Invite the same native speaker as a special classroom guest two different times; consider inviting students in school who use a heritage language at home or students who have lived and traveled abroad. Ask classroom students to prepare questions in advance. Ask two students in the class to greet the guest with brief welcome and thank-you speeches.	**A. Communication** **Interpersonal: Conversation** Students will engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions in a language other than their own. **D. Culture** **Practices** Students will demonstrate an understanding of the relationship between the practices and perspectives of the culture.	
Authentic television	Watch a video of a docudrama or children's story in the target language and write or act out in your own words a short synopsis of what seems to be happening on screen.	**B. Communication** **Interpretive: Listening and Reading** Students will understand and interpret a language other than their own in its written and spoken form on a variety of topics. **E. Culture** **Products** Students will demonstrate an understanding of the relationship between the products and perspectives of the culture studied.	
Original student presentations	Dramatize a song, poem, skit, or dialogue you have written, in the language you are studying.	**C. Communication** **Presentational: Speaking and Writing** Students will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in a language other than their own.	
E-mail to partner schools	In the language you are studying, write three letters or E-mail three messages to a classmate in a partner school abroad, addressing specific themes like interests, pets, and family descriptions.	**C. Communication** **Presentational: Speaking and Writing** C.5 Forms of writing: Students will write personal journals and/or messages to friends (postcard, letter, E-mail).	

TABLE 4.20 **World Languages: Global Connections to Wisconsin's Academic Standards *(Continued)***

Concepts, Topics, and Issues	**Sample Activities (Activities below are appropriate for all levels of students.)**	**Wisconsin's Academic Standards**	**Personal Notes: Where Can I Use This?**
Role-playing	Role-play, with some authentic foods, a meal in a family in the target culture. Practice greetings upon entering and leaving, conversation, style of eating, expressions during eating, and ways of expressing appreciation.	**D. Culture** **Practices** Students will demonstrate an understanding of the relationship between the practices and perspectives of the culture. D.3 Beliefs and attitudes: Identify some common beliefs and attitudes within the cultures studied, such as social etiquette or the role of the family.	
Cultural maps	Identify countries, regions, and geographic features where the target language is spoken. Give examples of how the geography of each place affects attitudes and beliefs. Illustrate a map with words or drawings that symbolize these beliefs.	**E. Culture** **Products** Students will demonstrate an understanding of the relationship between the products and perspectives of the culture studied. E.4 Geography: Explain the impact of the target country's geography on the people's beliefs, perspectives, and attitudes.	
Famous people, past and present	Make a who's who gallery, with students each contributing a poster of names from a past or contemporary period, choosing a category such as artists, sports figures, musicians, political leaders, or historical figures from the language of the culture being studied. Include names, photos, or sketches and each person's contribution or profession, written in the target language. Hang posters to create a timeline.	**E. Culture** **Products** E.2 Contributions: Identify major contributions and historical figures from the cultures studied that are significant in the target culture.	
Visual arts/language arts connections	Write, illustrate, and bind a children's story in the target language, using what you've learned about design and construction, themes, elements of storytelling, and narrative styles.	**E. Connections across Disciplines** Students will reinforce and further their knowledge of other disciplines through a language other than English.	

TABLE 4.20 **World Languages: Global Connections to Wisconsin's Academic Standards** ***(Continued)***

Concepts, Topics, and Issues	Sample Activities (Activities below are appropriate for all levels of students.)	Wisconsin's Academic Standards	Personal Notes: Where Can I Use This?
Science and mathematics connections	Summarize data collected for a sister school project comparison, such as an environmental survey or family menu, labeling exhibits in the target language. Write a letter of greeting and a brief project summary in the target language.	**F. Connections across Disciplines** Students will reinforce and further their knowledge of other disciplines through a language other than English.	

Professional Organizations with International Links for World Language Teachers

American Council on the Teaching of Foreign Languages
6 Executive Plaza
Yonkers, NY 10701
(914) 963-8830; fax, (914) 963-1275
E-mail: actflhq@aol.com
Web site: http://www.actfl.org

Association of Teachers of Japanese
Secretary, ATJ, CB279
University of Colorado
Boulder, CO 80309-0279
(303) 492-5487; fax, (303) 492-5856
E-mail: atj@colorado.edu
Web site: http://www.Colorado.edu/ealld/atj/ncjlt

American Councils for International Education
(ACTR/ACCELS-Eastern Europe, Russia and Eurasia)
1776 Massachusetts Ave. NW, Suite 700
Washington, DC 20036
(202) 833-7522; fax, (202) 833-7523
E-mail: general@actr.org
Web site: http://www.actr.org

American Association of Teachers of Spanish and Portuguese
Butler-Hancock, Room 210
University of Northern Colorado
Greeley, CO 80639
(970) 351-1090; fax, (970) 351-1095
E-mail: Lsandste@bentley.unco.edu
Web site: http://www.aatsp.org

American Association of Teachers of French
Malcode 4510
Southern Illinois University
Carbondale, IL 62901-4510
(618) 453-5731; fax, (618) 453-5733
Web site: http://www.aatf.utsa.edu

American Association of Teachers of German
112 Haddontowne Court, #104
Cherry Hill, NJ 08034-3668
(856) 795-5553; fax, (856) 795-9398
E-mail: headquarters@aatg.org
Web site: http://www.aatg.org

Environmental Education Sources for Activities Listed in Table 4.8

Choices for the 21st Century Education Project

Watson Institute for International Studies
Brown University, Box 1948
Providence, RI 02912
(401) 863-3155; fax, (401) 863-1247
E-mail: choices@brown.edu
Web site: http://www.choices.edu

The Choices for the 21st Century Education Project provides excellent curriculum units to help students think constructively about foreign policy issues, to improve participatory citizenship skills, and to encourage public judgment on policy priorities. The Choices units are ambitious, engaging units for middle and high school students and provide a superb model for how controversial issues can be dealt with in the classroom. Sample units are described in Chapter 6, Viewing International Education in Wisconsin. The Web site has detailed summaries of each unit and on-line ordering information.

Environmental Education for Kids (EEK!)

Web site: http://www.dnr.state.wi.us/eek

The Wisconsin Department of Natural Resources kids' site shares information and activities about Wisconsin's wildlife and ecosystems, the UV activity on ultraviolet ray readings, and Greenhouse Gases: Yesterday, Today, Tomorrow (past and present CO_2 levels).

Material World: A Global Family Portrait.

Photographs by Peter Menzel, 1994. Text by Charles C. Mann. San Francisco, CA: Sierra Club Books. ISBN: 0-87156-437-8. 350 color photographs, 256 pp.

This book illustrates the lives of 30 families from around the globe. It puts a human face on the issues of population environment, social justice, and consumption. This great resource helps teachers and students make global connections across many subject areas.

Project Learning Tree

American Forest Foundation
1111 19th Street, NW
Washington, DC 20036
Web site: http://www.plt.org

Project Learning Tree is an interdisciplinary, hands-on education program that provides students with opportunities to investigate environmental issues and encourages them to make informed decisions as responsible citizens. "Life on the Edge," and "Focus on Risk" are two.

Project WET

The Watercourse
201 Culbertson
Montana State University
Bozeman, MT 59717-0057
Web site: http://www.montana.edu/wwwwet

Project WET is a compilation of many hands-on activities (inclding "Great Water Journey"), investigations, and concepts dealing with the issue of water and water education.

Project WILD (Wilderness Initiatives for Learning at Duke)

Wisconsin Department of Natural Resources (DNR)
Project WILD
PO Box 7921
101 South Webster
Madison, Wisconsin 53707
(608) 264-6282, Tel.
(608) 264-6293
E-mail: stensa@dnr.state.wi.us
Web site: http://porjectwild.org

Project WILD is an interdisciplinary, supplementary environmental and conservation education program for educators of kindergarten through high school age students. It is a national project, with state coordinators.

Water Action Volunteers

Wisconsin Department of Natural Resources, Bureau of Water
101 S. Webster Street, Box 7921
Madison, WI 53707
Web site: http://clean-water.uwex.edu/wav

This program illuminating Wisconsin's water resources includes hands-on, action-oriented projects for classrooms and volunteer groups. Activities help students learn about stream and river resources, such as how to identify insects, clean up a nearby waterway, study habitats, and stencil storm drains. The how-to emphasis is good for considering sister school projects abroad.

Windows on the Wild: (WOW)

"Biodiversity Basics"
World Wildlife Fund
Acorn Naturalists
155 El Camino Road
P.O. Box 2423
1 (800) 422-8886
Web site: http://www.worldwildlife.org/windows/

"Biodiversity Basics" is a set of middle school teaching activities that stimulates critical thinking, discussion, and informed decision making about global diversity. All Windows on the Wild materials are available from Acorn Naturalists. Windows on the Wild (WOW) is the World Wildlife Fund's core environmental education program. Windows on the Wild is a collaborative effort among the World Wildlife Fund, schools, and community education organizations—including zoos, aquariums, nature centers, botanical gardens, science centers, and community centers. Teacher workshops at national and international locations and numerous student activities are updated frequently on its Web site.

Zero Population Growth (ZPG)

Web site: http://www.zpg.org

ZPG is a national nonprofit organization working to slow population growth and achieve a sustainable balance between the Earth's people and its resources. ZPG offers a large selection of resources for educators.

Family and Consumer Education Sources for Activities Listed in Table 4.9

Assistant Child Care Teacher: A Teacher's Guide, unit 5, "Classroom Activities," and unit 6, "Classroom Safety." Madison: Wisconsin Department of Public Instruction, 1991. Bull. no. 91265. www.dpi.state.wi.us/dpi/dltcl/eis/pubsales/lfskll_3.html.

Choices for the 21st Century Education Project, "Voting in the Global Marketplace" curriculum unit, Watson Institute for International Studies, Brown University, Box 1948, Providence, RI 02912; (401) 863-3155; fax, (401) 863-1247, E-mail: choices@brown.edu, Web site: http//www.choices.edu.

Consumer Economics: A Teacher's Guide, Module 1.9, economic responsibilities of families; modules 1.10–12, voting in the global marketplace; and environmental education activities (in process). For more information, contact Sharon Strom, Family and Consumer Education Consultant, Wisconsin Department of Public Instruction, (608) 267-9088 or sharon.strom@dpi.state.wi.us.

Families of the World: Family Life at the Close of the Twentieth Century. Vol. 1: The America and the Caribbean (1988) and Vol. 2: East Asia, Southeast Asia, and the Pacific (1990), edited by Hélène Tremblay, translated by Hilary and Paul Childs-Adams. New York: Farrar, Straus and Giroux.

Family, Food and Society: A Teacher's Guide, modules B.3, B.8 and B. 11. Developing food attitudes and norms. Madison: Wisconsin Department of Public Instruction, 1996. bull. no. 96336, ISBN 1-57337-004-5. www.dpi.state.wi.us/dpi/dltcl/eis/pubsales/lfskll_2.html.

Family and Technology: A Teacher's Guide for technology assessment and environmental education activities (in process). Contact Sharon Strom, Family and Consumer Education Consultant, (608) 267-9088 or sharon.strom@dpi.state.wi.us.

Global Understandings: A Framework for Teaching and Learning, Charlotte C. Anderson with Susan K. Nicklos and Agnes R. Crawford. Alexandria, VA: Association for Supervision and Curriculum Development, 1994. This excellent book is filled with activities to help students of all ages comprehend how they are a part of a multicultural, interdependent planet. Part II, "Sample Integrated Units," uses the metaphor of walls to teach about cultures and the topic of deserts to show how culture is transmitted.

Hmong in America: We Sought Refuge Here by Peter and Connie Poored, edited by Sharon Fenlon. League of Women Voters of Appleton, Wisconsin, 1990. Available from Social Studies Coordinator, Appleton Area School District, 120 E. Harris St., PO Box 2019, Appleton WI 54913; (920) 832-6283.

In Their Own Voices: Teenage Refugees and Immigrants Speak Out. A series of books containing stories by recent immigrants from such countries as Bosnia-Hezegovina, Nicaragua, and Rwanda. Upper Saddle River, NJ: Globe Fearon Education Publisher, a division of Simon and Schuster, 1997.

International Foods, sample unit developed by Veronica Campbell, Clintonville High School, Clintonville, Wisconsin. For more information, contact Sharon Strom, Family and Consumer Education Consultant, Wisconsin Department of Public Instruction, (608) 267-9088 or sharon.strom@dpi.state.wi.us.

Children Just Like Me: A Unique Celebration of Children around the World by Susan Elizabeth Copsey et al. New York: DK Publishing, 1995.

Children Just Like Me: Celebrations! by Barnabas and Anabel Kindersley. New York: DK Publishing, 1997. Festivals, carnivals and feast days from around the world.

Parents And Children: A Teacher's Guide, module B. 12, multicultural children's books; C. 8 community mapping; D. 21–23, toy team inquiry and environmental education activities; modules D. 1 and D. 10–12, environmental scanning. Madison: Wisconsin Department of Public Instruction, 2001.

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Bernstein, Leonard, Linda Zierdt-Warshaw, and Alan Winkler, eds. 1998. *African and African American Women of Science and Latino Women of Science: Biographies, Experiments, and Hands-On Activities.* Rochelle Park, NJ: Peoples Publishing Group.

Fearn, Leif. 1974. *The Maligned Wolf.* San Diego: Individual Development Creativity.

Holbrook, Jack, and Ben Faust. 1993. "Developing a New Herbicide." Listed on "Taching Resources" Web page of International Council of Associations for Science Education (ICASE), last addressed June 8, 2002. http://sunsite.anu.edu/icase/i_resources.html.

Kruse, Ginny Moore, Kathleen T. Horning and Megan Schliesman. (Vol. 1) 1988 and (Vol. 2) 1997. *Multicultural Literature for Children and Young Adults. Vol. 1: 1980–1990 and Vol. 2: 1991–1996.* Madison, Wisconsin: Wisconsin Department of Public Instruction.

Lankford, Mary. 1992. *Hopscotch around the World.* New York: Morrow.

Miller-Lachman, Lyn, ed. 1992. *Our Family, Our Friends, Our World: An Annotated Guide to Significant Multicultural Books for Children and Teenagers.* New Providence, NJ: R.R. Bowker.

Pike, Graham, and David Selby. 2000. *In the Global Classroom.* Toronto: Pippin.

Roupp, Heidi. 1997. *Teaching World History: A Resource Book*, edited by Heidi Roupp. Armonk, NY: M.E. Sharpe.

Salem, Richard A., ed. 2000. *The Children of Rwanda.* Drawings by Child Survivors of the Rwanda Genocide of 1994.

Scieska, Jon. 1989. *The True Story of the Three Pigs by A. Wolf.* New York: Viking Kestrel.

Todd, Jeff. 1996. *Worlds of Music.* 3d ed. City: Titon.

Tomlinson, Carl M. 1998. *Children's Books from Other Countries.* Landham, MD: Scarecrow Press.

Volakova, Hana, ed. 1994. *I Never Saw Another Butterfly. Children's Drawings and Poems from Terezin Concentration Camp 1942–1944.* New York, NY: Schocken Books.

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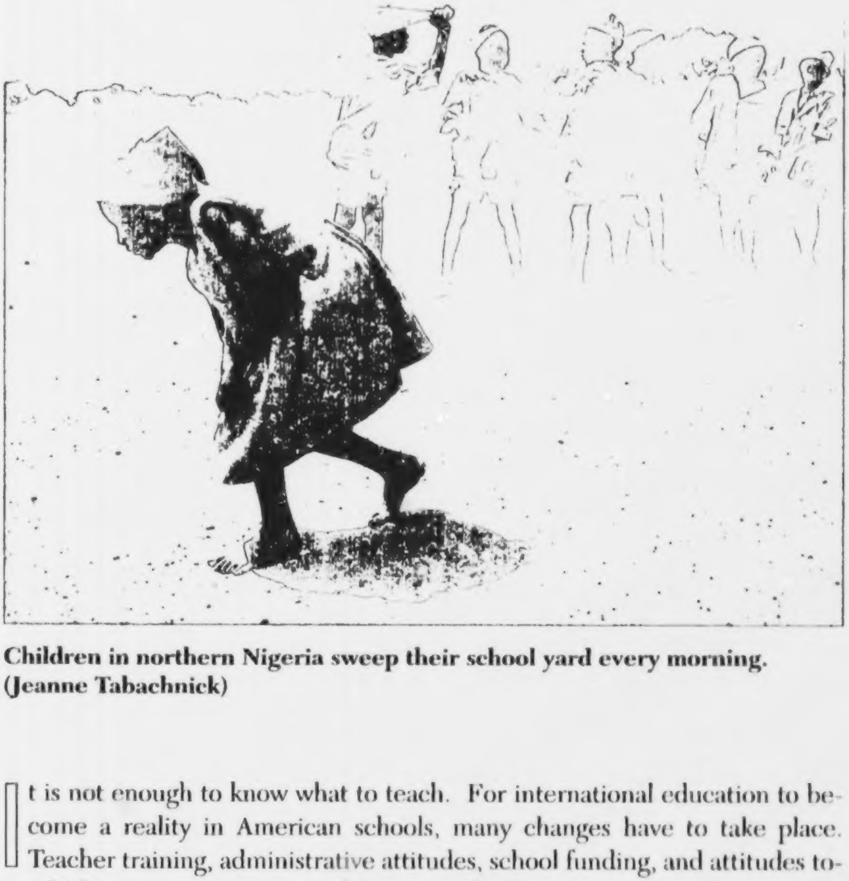
Building International Education Programs in our Schools

5



Children in northern Nigeria sweep their school yard every morning. (Jeanne Tabachnick)

It is not enough to know what to teach. For international education to become a reality in American schools, many changes have to take place. Teacher training, administrative attitudes, school funding, and attitudes toward "diverse," "minority," or "foreign" students are but a few.

What students know and are able to do is referred to as *academic standards*. *Program standards*, on the other hand, refer to what parents, communities, and support networks must do to enable students to learn. The presence or absence of international education in a school or community often has more to do with what school boards, parents, and politicians do outside the classroom than what teachers or students do within classroom walls.

Each of the nine program standards for international education outlined in this chapter leads educators, parents, and policy makers into further discussions of needed school reform. All are achievable goals.

Summary of Program Standards for International Education

A. World-Class Curriculum
Parents, educators, and communities will create an "internationalized curriculum" by including more and deeper global and multicultural links at every grade level and within every subject area taught, including themes of global cultures, connections, and challenges.

B. Comprehensive Foreign Language Programs
Parents, educators, and communities will work to establish K–12 foreign language programs in elementary, middle, and senior high schools to enable all students to meet the world-class standard of proficiency in a language in addition to English.

C. Enriched Environments for Learning
Parents, educators, and communities will create learning environments for students that affirm cultural diversity through visual art, music, drama, and dance and through numerous extracurricular activities.

D. Opportunities for International Travel and Exchange
Parents, educators, and communities will support opportunities for students at various grade levels to plan and participate in international or multicultural travel and to host and collaborate with students and teachers from other cultures and countries.

E. Globally and Multiculturally Trained Teachers
Parents, educators, and communities will support teachers in their efforts to learn, improve, and expand their own global and multicultural knowledge at all stages in their teaching careers, from earliest teacher training through ongoing professional development.

F. Outreach to Multicultural Communities
Schools will reach out to the communities and neighborhoods of which they are a part to bring into classrooms global perspectives of local citizens, businesses, and service organizations and to seek out experiences and resources of people from a wide variety of cultural, ethnic, racial, and socioeconomic groups.

G. Culturally Diverse Staff
Parents, educators, and communities will teach students respect for democracy, equality, and cultural differences by hiring school staff who are highly qualified and reflect racial, ethnic, and cultural backgrounds of students within and outside of that particular school.

H. Global Connections through Technology
Parents, educators, and communities will help students become global citizens who are computer literate and media savvy and possess a variety of technical, scientific, and mathematical skills valued in new global marketplaces.

I. Investment in International and Multicultural Resources
Parents, educators, and community members will prepare students for participation in a global future by making investments of their own time, skills, and money to create more international curriculum, programs, and opportunities.

A. World-Class Curriculum

Program Standard

Parents, educators, and communities will create an "internationalized curriculum" by including more and deeper global and multicultural links at every grade level and within every subject area taught, including themes of global cultures, connections, and challenges.

Rationale: International education is not a subject area; rather it is a way of helping students understand global connections that affect their lives and their planet. With fields of knowledge being rapidly redefined and reconfigured in all academic areas, teachers need encouragement and support to update their teaching content and instruction methods.

In programs of excellence, *education administrators* will

A1. Provide leadership by acquainting school board members, staff, students, and parents with the purpose and value of global education.

A2. Establish policies and programs to identify and welcome a diverse array of community resource persons as special guests in school classrooms, including the establishment of guidelines for fairness and balance pertaining to classroom topics and guests.

A3. Consider instituting the International Baccalaureate program. International Baccalaureate diplomas at the secondary level are recognized all over the world, and the program may be introduced at the secondary, middle, or elementary level (see International Baccalaureate program, described in Chapter 6).

A4. Institute policies for staff and parents to do ongoing curriculum review, including review of global and multicultural content areas. (Sample questions: Do instructional approaches allow staff or students to collaborate on projects? Are offerings available to all students? Are student groups consistently excluded from various programs and classes?)

A5. Periodically review assessments, including districtwide and classroom assessments, to discern implicit biases and to determine if they take local issues and perspectives into consideration.

In programs of excellence, *teachers* will

A6. Request and apply for professional development opportunities to travel, study, and teach abroad.

A7. Collaborate with educators abroad; with teachers from other countries who are in the local area for the purpose of travel, study, or research; and with U.S. Department of Education Title VI Outreach Centers in university communities (see list in Chapter 7).

A8. Become familiar with the cultures of immigrant and multicultural groups of the students in their classrooms.

A9. Teach using cultural inquiry as one instructional strategy (see definition in Chapter 8).

> ***A successful U.S. foreign policy demands a heightened understanding of foreign cultures. Without that … we would find ourselves constantly surprised by problems to which we have no answers, because we wouldn't even know the right questions to ask.***
>
> —Madeleine K. Albright, U.S. secretary of state 1997–2001

A10. Teach globally in all subject areas by including more perspectives, examples, topics, and resources drawn from various cultures in the world.

A11. Use a rich variety of resources with students to explore aspects of cultures, including visual art, music, videos, drama, dance, computer programs, materials from nongovernmental organizations, international guests.

A12. Create student exchanges between cultures, using multiple media (personal visits, pen pals, art, video, Internet). Consider doing student exchanges from the same geographic region, choosing schools with different ethnic, racial, or rural–urban populations.

A13. Create projects that enable students to do in-depth study of one region or issue.

A14. Help students understand conflicting views or diverse approaches to the same issue, and help students avoid stereotyping certain world areas or issues by focusing only on negative examples (e.g., starvation or AIDS) when studying about African countries, as opposed to regional differences, rich arts, or oral storytelling traditions.

In programs of excellence, *community organizations and businesses* will

A15. Contact area schools and volunteer to create ongoing relationships, for example, to serve on existing committees, assist with extracurricular activities, or provide classroom speakers.

A16. Encourage employees to get involved with schools' international and multicultural projects and programs.

In programs of excellence, *parents* will

A17. Acknowledge and compliment schools and teachers that are including multicultural and international materials and models in their curriculum and in community drama and music performances and sports events.

A18. Ask questions of teachers, administrators, and board members regarding what students are learning about the world, and request and discuss comparisons of curriculum content and test results with students of other countries.

B. Comprehensive Foreign Language Programs

Program Standard

Parents, educators, and communities will work to establish K–12 foreign language programs in elementary, middle, and senior high schools to enable all students to meet the world-class standard of proficiency in a language in addition to English.

Rationale: Preparing students for jobs in the global economy and enabling students to assume their civic responsibility in a world community are interrelated goals of foreign language programs. In nearly every country (except the United States), students learn at least one language in addition to their native language, with study increasingly beginning in the elementary grades. Brain research shows how critical early years (ages 3–10) are for language learning. Experience in immersion schools demonstrates that early foreign language learning helps students better understand their own native language and increases skill development and test scores in mathematics and writing, among other subjects. Hiring practices of leading companies demonstrate that candidates with skill specialty *plus* language proficiency gain entry into highly valued international professions.

In programs of excellence, *education administrators* will

B1. Promote the opportunity for all students to study a foreign language at as early an age as possible, and for as many years in a consecutive sequence as possible.
B2. Help parents and students understand that it takes six to eight years to achieve language proficiency in a traditional school setting.
B3. Give value, through curriculum programs and staff support, to students who speak heritage languages learned in the home.
B4. Work within various professional associations and networks to which they belong to advocate for more information and support for foreign language learning and global studies.

In programs of excellence, *teachers* will

B5. Promote foreign language study beginning in elementary grades and continuing throughout high school to achieve significant proficiency levels.
B6. Work with colleagues and administrators to create a long-range district plan for foreign language development to allow a flexible transition from beginning to intermediate and advanced levels. Include multiple entry points for students moving into the area from other districts, from homes where the language is spoken, or from study-abroad experiences.
B7. Help students understand that English is only one of the world languages essential for careers in business, diplomacy, tourism, and health and service professions.
B8. Provide for multiple languages to be heard in the school setting (e.g., with music, occasional bilingual or "word of the day" all-school announcements, presentations honoring visiting students or teachers, or foreign language lunch tables where students can practice speaking to parents or guests).
B9. Value and use as a curriculum resource the diverse languages and cultures of students in the classroom and school district. Students who are learning English as a new language in addition to their other academic subjects may provide positive examples of the process and advantages of attaining bilingual/bicultural proficiencies.
B10. Consider ways in which teaching in a foreign language might be integrated into some aspect of instruction, and collaborate with colleagues

and class visitors willing to initiate bilingual teaching projects or programs.

B11. Seek opportunities to build on one's own foreign language skills, international travel, and experiences in America's multicultural communities.

In programs of excellence, *teacher education institutions* will

B12. Establish programs to grant academic credit for student teaching abroad.

B13. Examine and remove obstacles that make current study-abroad programs nearly impossible for students majoring in teacher education.

B14. Promote foreign language study or a world area of study (e.g., African studies) as a teaching minor for education students, especially students going into elementary education.

In programs of excellence, *parents* will

B15. Advocate for the inclusion of foreign language instruction in the curriculum at all grade levels.

B16. Enroll their own children and grandchildren in in-school and out-of-school language programs.

B17. Promote consciousness of contributions of other cultures through use of public libraries, visits to museums, and educational television programs and movies.

B18. Promote play and interaction with children in the community who speak languages other than English.

In programs of excellence, *school boards* will

B19. Help the district formulate a K–12 foreign language plan to add new languages and new school sites and to make the best use of teacher resources. Include parents and other community members in the planning.

B20. Work toward addition of languages in the school curriculum, including consideration of less commonly taught languages.

C. Enriched Environments for Learning

Parents, educators, and communities will create learning environments for students that affirm cultural diversity through visual art, music, drama, and dance and through numerous extracurricular activities.

Rationale: The different learning styles of students and the differing resources in every Wisconsin community necessitate imaginative, resourceful approaches to bringing awareness of other cultures into student lives. Strong arts programs, in particular, give students skills and sensitivities to make important cultural links.

In programs of excellence, *education administrators* will

C1. Develop a sister school relationship for the entire school, or a sister school connection for various classes. Given that international connections take time to develop, maintain the connection for at least three consecutive years. Consider as well pairing with nearby schools that have populations of different ethnic, class, and racial groups.

C2. Establish conflict-resolution and peer-mediation programs to enable students to learn alternate ways to express and respond to anger and aggression in the classroom and in the schoolyard.

C3. Become an annual participant in events such as United Nations Day, peace essay contests, foreign language days and speech contests, multicultural arts festivals, and global issues forums (e.g., world environment day).

C4. Promote multicultural school festivals or international career fairs. Seek community resources that will open students' eyes to less often represented world regions and newly developing career opportunities. Invite parents and other community members to help plan and to participate.

In programs of excellence, *teachers* will

C5. Create a visual presence of global connections in the school using maps, posters, displays, collages, sculpture, and banners. Reflect in visual images the cultures or identities of a diversity of students in the community, including handicapped students, ESL (English as a second language) students and their families, minority students, children from migrant families, and both new and generations-old immigrant groups.

C6. Promote learning projects that link students to global issues and student exchanges. Use a variety of sources such as computer links, electronic and postal pen pals, exchanges of student art and videos, and area soccer leagues.

C7. Supervise students in creating multicultural exhibits and performances in cooperation with such community groups as senior citizen centers, museums, and historical societies.

C8. Encourage students to include multicultural and international materials and resource persons in school-sponsored clubs, performances, publications, and athletic activities.

In programs of excellence, adults in *community organizations and businesses* will

C9. Volunteer to serve as a resource person to talk about travel and multicultural perspectives in a local school or help teachers and principals identify qualified persons for such classroom programs (see International REACH in Chapter 6, "Viewing International Education in Wisconsin").

C10. Support community arts programs to enable children to learn the universal languages of music, dance, visual arts, and theater. Sponsor, host, and fund performances and exhibitions (See *"Governor and State Superintendent of Public Instruction Initiate Sister State Programs"* in Chapter 6).

C11. Provide hospitality for international students and teachers.

In programs of excellence, *school boards* will

C12. Establish community-friendly and parent-friendly policies such as extended hours, parent/child study courses, and postsecondary planning guidance for parents of minority and ESL students.

D. Opportunities for International Travel and Exchange

Parents, educators, and communities will support opportunities for students at various grade levels to plan and participate in international or multicultural travel and to host and collaborate with students and teachers from other cultures and countries.

Rationale: Travel abroad is one of the most educational, life-changing experiences a student can have. Students return from travel experiences with a new interest in their own country's history and culture, a new curiosity about current affairs and world events, and a new awareness of the importance of foreign language study. It does not necessarily require a passport to travel; educators can support programs that help students learn about cultures very different from their own yet within their own community, state, and nation.

In programs of excellence, *education administrators* will

The world is like a book and those that never leave home read but one page.

—Saint Augustine, d. 604, first Archbishop of Canterbury

D1. Arrange for area schools to participate in accredited programs to send students abroad and to host international students. Consider programs or projects not only at the high school level but also the elementary and middle school levels.

D2. Prioritize scholarship needs for students in middle- and low-income families and organize fundraising such that international travel opportunities are not only for children from wealthy families.

In programs of excellence, *teachers* will

D3. Invite international students from neighboring schools and neighboring districts and colleges to interact with students as a regular part of classroom study.

D4. Seek out classrooms both within and outside the United States with which to do classroom collaborations.

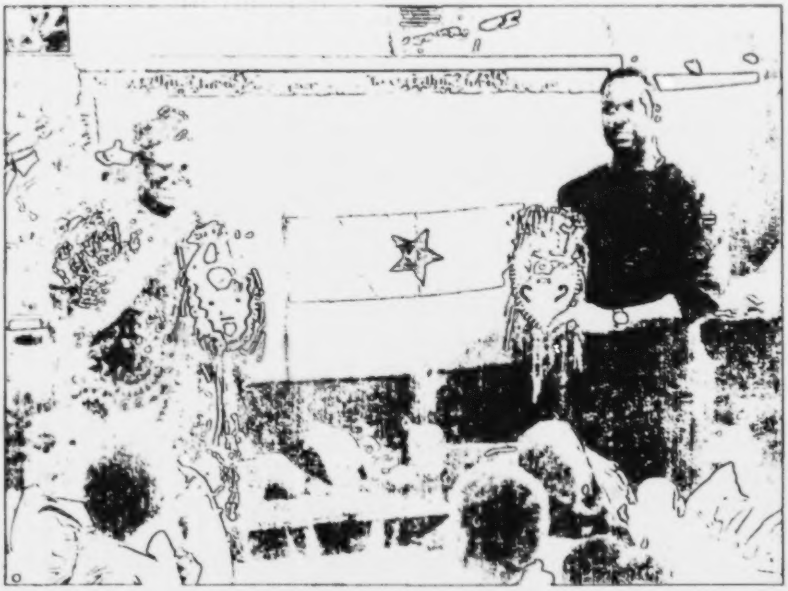
D5. Encourage students to apply for and participate in a variety of international and multicultural programs. Work with school administration so that students who participate in these programs receive academic credit for their experiences, such as summer exchange programs.

In programs of excellence, *school board members* will

D6. Approve accredited exchange programs for students and establish policies to grant academic credit for staff-supervised study abroad.
D7. Promote and support efforts, such as signing sister school agreements with schools abroad, to make international resources available to students.
D8. Address policies of funding and equity to enable the greatest possible number of students to participate in foreign language, arts, music, and sports exchanges in other communities and abroad.
D9. Support extracurricular activities that use local and regional communities and partnerships to help children "travel without passports."

In programs of excellence, *parents and other community members* will

D10. Request and support programs that bring international and multicultural students to the district and that allow local students to travel abroad and to other nearby communities.
D11. Assist with fund-raising efforts to help raise money for international exchange programs.
D12. Find ways to be a host family, to provide genuine, safe, and supportive experiences for young people away from home.



Finding international guests takes effort, but the resulting effort for children is an unforgettable experience. (Lloyd Street)

E. Globally and Multiculturally Trained Teachers

Program Standard

Parents, educators, and communities will support teachers in their efforts to learn, improve, and expand their own global and multicultural knowledge at all stages in their teaching careers, from earliest teacher training through ongoing professional development.

Rationale: Today's teachers have the challenge of preparing an increasingly diverse student body for jobs that don't currently exist, in countries where they themselves have never traveled, utilizing languages that aren't now even offered in the school's curriculum. The enormity of this challenge makes it imperative for teacher colleges to find new ways to teach, for preservice teachers to take initiative in seeking out international opportunities, and for current teachers to insist on professional development opportunities that allow them to enrich their curriculum and their own knowledge base.

In programs of excellence, *education administrators* will

E1. Identify and apply for district's schools to participate in teacher exchange programs and teacher internship programs, in order to bring certified, qualified teachers from other countries and cultures for short to extended periods of time (two weeks, one semester, three years).

E2. Grant professional development time for teachers to study abroad, to lead study tours, or to do collaborative and research work to internationalize their curriculum.

In programs of excellence, *teachers* will

E3. Request and plan their professional development to include time, funds, and reasons for cultural explorations.

E4. Request planning time and resources to do curriculum development.

E5. Study teaching styles, curriculum, and learning systems from different parts of the world.

E6. Participate in a university- or professional association–sponsored study or research project with teachers from another country.

E7. Become active in an international association in their subject area or grade level (e.g., Council of Elementary Scientists International or International Society for Education through the Arts) and work to bring more global perspectives and collaboration into local, state, and national associations to which they belong.

In programs of excellence, *teacher education institutions* will

E8. Recruit and provide supportive learning environments to encourage individuals from minority and other underrepresented groups to go into teaching and to continue in teaching.

E9. Encourage faculty and graduate students to study and conduct research abroad.

E10. Expand student teaching–abroad programs (such as those at Beloit College in Beloit, Wisconsin).

E11. Encourage preservice teachers to seek out in-depth, cross-cultural immersion experiences within the United States, including opportunities to work with not only children but also parents and other community members.

E12. Encourage education students to use independent study courses to gain multicultural or international work experience.

E13. Introduce the concept of cultural inquiry into coursework (see definition in Chapter 8). Teach teachers how to create a curriculum based on cultural inquiry, similar to how science teachers create an inquiry-based curriculum.

E14. Teach preservice students to recognize a diversity of learning styles and learning systems by varying teaching styles and teaching experiences.

E15. Teach students curriculum evaluation with regard to bias and stereotyping.

E16. Encourage preservice students to pursue a comparative education approach in many of their education courses and subject areas. (Examples: In teaching mathematics, illustrate the Mayans' complex number system or mathematical ideas developed by the Kpelli group in Liberia; use science education models from Australia, England, or New Zealand; compare citizenship education with moral education and peace education approaches in Japan and Sweden.)

E17. Support student and faculty outreach to K–12 area schools with materials, instruction, and events.

E18. Encourage students to become active in international professional organizations in their area of teaching.

In programs of excellence, *school board members* will

E19. Implement recruitment policies and priorities to attract a diverse, qualified teaching staff.

E20. Implement policies and provide funding for programs that recognize the value of international study not only for students but also for fellow board members, administrators, teachers, and staff.

E21. Establish policies that help maintain benefits and accrued years in the profession during approved exchange teaching periods abroad.

In programs of excellence, *teachers' unions* will

E22. Help local affiliates develop bargaining agreements to ensure that a staff member who takes a leave of absence for a yearlong teacher exchange or study abroad is not penalized for the time away by loss of seniority and other benefits.

E23. Advise local affiliates as they attempt to incorporate such options as paid leave for study abroad or teacher exchange programs into their collective bargaining agreements.

E24. Provide local affiliates with examples of international programs or exchanges they can bring to the bargaining table and incorporate into district contracts.

E25. Offer international and multicultural training opportunities, programs, and collaborations at teacher in-services and state and national conferences.

F. Outreach to Multicultural Communities

Program Standard

Schools will reach out to the communities and neighborhoods of which they are a part to bring into classrooms global perspectives of local citizens, businesses, and service organizations and to seek out experiences and resources of people from a wide variety of cultural, ethnic, racial, and socioeconomic groups.

Rationale: No school district is wealthy enough to send all students to study abroad. However, every community has a wealth of multicultural assets far greater than most residents realize. Communities are comprised of businesses and service organizations that are doing trade across global borders; they're comprised of people of diverse life experiences, perspectives, and values. By utilizing community resources, schools can connect youth to worlds far beyond the schoolyard. Of equal importance, area citizens (many without children currently in school) and employers can come to better understand the changing needs and realities of today's schools.

In programs of excellence, *education administrators* will

F1. Help students, staff, and parents view the entire community as part of the students' school.

F2. Invite and welcome a broad array of individuals (travelers, exchange students and teachers, minority and ethnic community members, and university staff) to share cultures, issues, and perspectives in school classrooms or at school-sponsored events.

F3. Invite area businesses to create displays and do classroom presentations about imports, exports, research, and services they offer in different places in the world.

F4. Include multicultural and international programs, staff, and student perspectives in print, audio, video, and other media coverage of school events. Make an effort to counterbalance negative coverage involving students from particular cultural, racial, or socioeconomic groups with positive coverage of projects and activities involving similar students.

F5. Create ways to regularly inform elected representatives and school board members of the challenges brought about by diverse student populations, the benefits of multicultural programs, and the changing need for fiscal resources.

In programs of excellence, *teachers* will

F6. Use multicultural experience and backgrounds of their students and students' families as a starting point for curriculum projects.
F7. Pass on names of parents, regional contact people, and international students and residents to help build a school-community network.

In programs of excellence, *business and community organizations* will

F8. Sponsor internships, business experiences, and cooperative vocational training to show students multicultural and international aspects of their operations.
F9. Develop service learning projects that enable students to participate in the solution of a global crisis or problem on a local level.
F10. Ensure that task forces, boards, and advisory committees in businesses include multiple representatives from the education community.
F11. Regularly include school news and educator opinions, including international and multicultural staff and student perspectives, in newspaper and television coverage of community events, employee newsletters, community calendars, and all community media.

In programs of excellence, *teacher education institutions* will

F12. Encourage teacher education faculty to incorporate global perspectives by inviting international and multicultural members of the community into their classrooms to discuss education structures, child-rearing practices, and other topics.
F13. Incorporate experiences and perspectives of minority and international students as part of the curriculum. Use the work and life experience of older students and nontraditional students as part of cultural inquiry.

In programs of excellence, *school board members* will

F14. Adopt policies to ensure that membership of board and advisory committees represents a variety of viewpoints, including viewpoints not necessarily held by a majority of the community.
F15. Conduct board and community group meetings in places where parents work and live or that are easily accessible.
F16. Demonstrate respect for the uniqueness of others and differences of opinion in all their official business, as well as in their public relations practices.
F17. Consider doing an occasional "board exchange" with board members in another district to broaden experience with diverse issues and viewpoints.

In programs of excellence, *teachers' unions* will

F18. Raise member awareness of model educational practices in schools and communities throughout the world through newsletters, research, and professional development opportunities.

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G. Culturally Diverse Staff

Program Standard

Parents, educators, and communities will teach students respect for democracy, equality, and cultural differences by hiring school staff who are highly qualified and reflect racial, ethnic, and cultural backgrounds of students within and outside of that particular school.

Rationale: Students learn lessons in the untaught as well as the formally taught curriculum around them. An all-white, middle-class, female elementary school teaching staff in a 90 percent African-American, lower-income inner-city school undermines messages of gender, racial, and cultural diversity, as does an all-white teaching staff in an all-white school. Schools must exemplify the values of community involvement, democracy, and equality that they preach.

In programs of excellence, *school administrators* will

G1. Actively recruit qualified candidates who bring expertise in multicultural content areas and who have direct experience in and with other cultures.

G2. Provide continuing opportunities for existing staff to develop skills for working sensitively with colleagues, parents, and students and to broaden their knowledge of multicultural issues.

G3. Establish an administrative climate that respects diverse opinions and welcomes questions and constructive criticism.

In programs of excellence, *teacher education institutions* will

G4. Actively recruit and hire as faculty qualified multicultural and international candidates at all levels.

G5. Internationalize university student housing by creating more international dorms, immersion language houses, and multicultural living co-ops.

G6. Evaluate counseling of freshman, minority, and returning exchange students to insure that international and multicultural career opportunities are adequately represented.

G7. Evaluate admission and counseling procedures to attract candidates into the teaching profession regardless of gender, race, linguistic or national origin, ethnicity, disability, age, or sexual orientation.

In programs of excellence, school board members will

G8. Implement policies of employment and staff evaluation that are culturally sensitive and that reflect changing local needs.

G9. Actively recruit qualified candidates from a variety of cultures and perspectives.

G10. Implement practices to support staff members who bring different points of view into the school community.

H. Global Connections through Technology

Program Standard

Parents, educators, and communities will help students become global citizens who are computer literate and media savvy and possess a variety of technical and scientific skills needed in today's global marketplace.

Rationale: The ability of students to make global connections will be determined in large part by whether or not schools are properly equipped, whether teachers are trained in new instructional techniques, and whether curriculum materials are available in new formats.

We shall not cease from
exploration
And the end of all our
exploring
Will be to arrive where
we started
And know the place for
the first time.

—T.S. Eliot, 1888–1965,
British (American-born) poet

In programs of excellence, *education administrators* will

H1. Support programs and budgets to build technological links to national and international resources. (e.g., classrooms linking to schools abroad need telephone lines, fax machines, E-mail capability for students and staff, and computer and Internet access in every classroom).

H2. Provide in-service opportunities so teachers can continue updating their technology skills, opportunities for teachers to develop and evaluate technology in the curriculum, and funding for curriculum materials, training, and equipment.

In programs of excellence, *teachers* will

H3. Globalize curriculum in collaboration with teachers in other subject areas, using instruction done via new technologies.

H4. Provide students more international and multicultural resources by advocating their access to the Internet, technology labs, production rooms, and museum programs.

H5. Request equipment in annual budgets in response to public and administrative advocacy for curriculum innovation and reform.

H6. Encourage publishers, software companies, and broadcasting outlets to increase the number of programs focusing on international and multicultural topics, created by members of such groups.

In programs of excellence, *teacher education institutions* will

H7. Teach preservice teachers to use, teach by, and create curriculum with a variety of new technologies by modeling use of such techniques.

H8. Make sure that education students have access to Internet, science and mathematics labs, and a variety of high-tech production facilities.

H9. Challenge education students to develop at least one high-tech skill (video production, animation, multimedia composition, desktop publishing).

H10. Include international perspectives of media literacy in the curriculum of education students (e.g., sensitivity to technology haves and have-nots; inclusion of multicultural video materials; comparison of the impact and role of media in different cultures).

I. Investment in International and Multicultural Opportunities

Program Standard

Parents, educators, and community members will prepare students for participation in a global future by making investments of their own time, skills, and money to create more international curriculum, programs, and opportunities.

Rationale: American students will achieve world-class standards and be able to participate in a global economy only if adults make significant investments in foreign language education, teacher education, and technology planning. Providing equity of resources for America's students necessitates a reordering of priorities of contemporary educators, taxpayers, and policy makers.

In programs of excellence, *education administrators* will

I1. Form coalitions to seek funding for international study, such as applying to state and federal grant sources and creating partnerships with local employers.

I2. Foster long-range planning groups, which will have among their tasks seeking funding sources for new and continuing international and multicultural initiatives.

In programs of excellence, *teachers* will

I3. Help seek funding for international exchanges for both teachers and students.

I4. Participate in planning with colleagues abroad to address funding needs in joint projects and curriculum exchanges.

In programs of excellence, *teacher education institutions* will

I5. Give university faculty the support and funding necessary to update and internationalize the courses they teach.

In programs of excellence, adults in *community organizations and businesses* will

I6. Provide funding and scholarships so that community children can have cross-cultural experiences abroad and multicultural programs, travel, and exchanges within their own locales.

I7. Work with legislators and school boards to clarify the benefits of international education to schools in their districts.

In programs of excellence, *school board members* will

I8. Develop policies and budgets that promote resource equity for all students.

In programs of excellence, *teachers' unions* will

119. Provide funding and leadership for programs that take teachers to classrooms in other countries and cultures.
120. Provide opportunities or funding for educational leaders in a number of countries to have contact with state teachers through conventions, workshops, or distance-learning opportunities.

Internationalizing Your School

How do teachers, parents, and interested individuals initiate discussions about increasing the presence of global programs in their local school?

The following checklist of ideas and suggestions in Table 5.1 allows parents, students, teachers, school administrators, or community members to look at existing programs, indicate priorities, and consider making changes or improvements.

TABLE 5.1 **Internationalizing Your School: A Checklist of Ideas and Suggestions for Parents, Students, Teachers, and the Community**

Checklist instructions:

On the left, place a check mark if you think the topic is an important priority and merits investment of time and energy by interested staff, students, or community members. On the right, indicate from 1 to 4 the degree to which you feel your classroom, school, or school district currently meets the goal for staff and students: Use the far right column to make notes.

✓ This is an important priority for our school.

(Right) Stage of development: "Our school does this/Our school is . . . :
(4) Excellent/Yes
(3) Often
(2) Seldom
(1) Not at all/No

Priority for our School?	**International Education Ideas for our School**	***Stage of Development***				***Notes:***
		4	**3**	**2**	**1**	
	School Environment					
☐	**1. Visual Presence:** Is there an immediate visual presence of multicultural images and global connections as one enters the school, including maps, posters, displays, sculpture, and banners? Do visual images reflect cultures and identities of a diversity of students, for instance, including handicapped students, minority and ESL (English as a second language) students and their families, biracial families, and children of migrant worker families? Do images reflect area businesses and new and established ethnic groups that link the local community to different places in the world?					

TABLE 5.1 **Internationalizing Your School: A Checklist of Ideas and Suggestions for Parents, Students, Teachers, and the Community *(continued)***

Priority for our School?	**International Education Ideas for our School**	***Stage of Development*** 4	3	2	1	***Notes:***
Curriculum						
☐	**2. Foreign Language Programs:** Do all students in the school have an opportunity to study a foreign language? Can students study one language for a six-year consecutive sequence? At what age can students begin to study? Does the district have on file a K–12 foreign language plan? Is proficiency in at least one foreign language a high school graduation requirement?					
☐	**3. Encouragement of Heritage Languages:** Are childen who speak heritage languages given opportunities for status and visibility of their home language, as well as opportunities to build and expand their home language skills?					
☐	**4. International Baccalaureate Program:** Does the district participate in the International Baccalaureate Program, which grants International Baccalaureate diplomas at the high school level and promotes elementary and middle school programs as well?					
☐	**5. For-Credit Opportunities for Students (Curriculum)** Do students receive academic credit for school-approved summer exchanges?					
☐	**6. Sister School Connections:** Does the school have a sister school relationship with another school, either abroad or in the United States? Given that international connections take time to develop, is there a practice of trying to maintain a connection for three consecutive years? Have not only world language classes but also sports, arts, environmental education, service learning, or technical education student activities been considered as the basis of sister school connections?					
☐	**7. International Guests in the Classroom:** Do a diverse array of resource persons, parents, and community persons appear in classrooms as special guests? Does the school have a relationship with area colleges to invite international university and technical college students and staff into classrooms? Do teachers or counselors have speakers bureau lists of community persons available to talk on international topics?					
☐	**8. In-Depth Study Opportunities:** Do teachers give students time, resources, and techniques to do in-depth study of one global region or issue? Do students have opportunities to become familiar with a culture other than their own?					
Staff						
☐	**9. Exchange Teacher on Staff:** Does the school have a teacher or student teacher from another country as part of its teaching staff for a month, semester, or year?					

Table 5.1 **Internationalizing Your School: A Checklist of Ideas and Suggestions for Parents, Students, Teachers, and the Community *(continued)***

Priority for our School?	International Education Ideas for our School	*Stage of Development* 4	3	2	*Notes:* 1
☐	**10. Professional Acknowledgement of Staff Development Accomplishments:** Do staff and administrators receive professional development credit or pay scale increases for study-based travel, mentoring, supervision, research, or exchange teaching?				
☐	**11. Internationalized Curriculum Planning:** Do staff have encouragement, curriculum planning time, or professional development opportunities to infuse a global perspective into their subject areas and grade levels?				
☐	**12. Curriculum and Resource Review and Evaluation:** Do school resources (texts, curriculum materials, and library holdings) reflect a diversity of world cultures and regions, including less accessible ones, like Africa and the Middle East? Do teachers, media specialists, and curriculum directors have professional development opportunities in areas of global and multicultural studies?				
☐	**13. Balance and Fairness in the Classroom:** Do teachers have guidelines and support for dealing with controversial issues in the classroom?				
☐	**14. Technology Support for Global Connectivity:** Does the district technology plan include and facilitate technological connections abroad, for example, classroom fax machines, E-mail exchange capability, Internet research projects, and two-way video capability?				
Student Activities					
☐	**15. Global Connections:** Does the school calendar include special days and weeks with a global focus, for example, United Nations Day, Foreign Language Week, International Education Week, Arts Month, or international career fairs?				
☐	**16. International Exchange Programs:** Does the school or district participate in accredited programs to send students abroad and to host international students?				
☐	**17. Student Organizations:** Are student organizations encouraged by staff and adult liaisons to include multicultural issues, speakers, events, themes, teams, and projects as part of their year's projects?				

Table 5.1 **Internationalizing Your School: A Checklist of Ideas and Suggestions for Parents, Students, Teachers, and the Community *(continued)***

Priority for our School?	International Education Ideas for our School	*Stage of Development* 4	3	2	1	*Notes:*
Community						
☐	**18. Fund-Raising for International Education:** Are parents, community members, board members, and administration enlisted to seek funding for international study, such as applying for federal grants or pursuing partnerships with area businesses or colleges or sister cities abroad?					
☐	**19. Lighted Schoolhouse:** Are school buildings open in the evenings for open houses, computer labs, enrichment classes, parenting classes, English lessons, or opportunities for students and parents to study or recreate together?					
☐	**20. Media Visibility:** Does the community, school board, and local media cover successful programs that already exist? Are there school staff and administrators whose responsibilities include developing and cultivating media relations?					

A Half-Dozen Things Parents Can Do to Raise a Globally Conscious Child

French-Canadian author and television producer Hélène Tremblay (1988–1990) asserts that there is no world conflict that does not occur, in a smaller way, within a family. Hostility, discrimination, or inability to talk about forbidden topics leave individuals with patterns of behavior that become cultural dysfunctions. Conversely, solutions to world problems also germinate at a family level. Mediation, forgiveness, and learning opportunities begin at a young age. Although the terms *global studies* or *international education* conjure up unattainable, expensive, or far-distant images, the following suggestions will show how children become global citizens during their earliest years.

Naturally, families' religions, changing finances, and cultural backgrounds determine how they raise their children. These are merely suggestions, which each family may interpret for itself.

In the home:

1. Read to and with young children, including stories about children in other countries, cultures, and historical times.
2. Encourage older children to read independently and to read to younger siblings. Help children identify examples of bias and stereotypes in books.
3. Pin a world map in the home and refer to it in discussions about news events, visits, and faraway family or friends.
4. Watch and discuss TV programs, news events, and movies with children to help them understand, critique, and expand what they are viewing.
5. Use mealtimes to develop discussion skills. Raise a question about a world problem or item in the news. Solicit children's opinions. Question views they pick up from other children, school, and media.
6. Encourage birthday and holiday gifts that include books, games, media products, and artifacts from other cultures and countries.

In cooperation with the school:

1. Seek opportunities to allow a child to develop proficiency in another language at as young an age as possible (3–10 years). Provide continuity and reinforcement for early language-learning experiences.
2. Encourage children to develop skills in music, dance, drama, and drawing, because the arts are universal languages understood across borders.
3. Offer to share a cultural experience, food, or activity in your child's school.
4. Facilitate the presence of guests from other cultures in your child's school.
5. Help your child find a pen pal (or E-mail pal) from another geographic or cultural region (even one in the same city or state). Assist your child with addressing, purchasing stamps, and enclosing photographs to help the contact develop.

If we wish to create a lasting peace, if we want to fight a war against war, we must begin with the children.

—Mohandas K. (Mahatma) Gandhi, 1869–1948, lawyer, pacifist, and Hindu nationalist

6. Reinforce ways that children encounter and solve problems. Develop skills in sharing, bargaining, asking for help, compromising, mediating, listening, and apologizing.

In the community:

1. Give children early experiences in helping others, such as service learning experiences through church, school, and family activities.
2. Teach children to be sensitive to the feelings of others.
3. Call attention to the problems and solutions faced and found by children who are recent immigrants, who are ill, who are in wheelchairs, who cannot see or hear, and so forth. This develops observation, sensitivity, and empathy—skills that are important in understanding and respecting diverse cultures.
4. Find ways to help a child expand the boundaries of his or her world and the diversity of people who inhabit it by walking in other neighborhoods, using different forms of transportation, and visiting museums.
5. Encourage children to try foods new to them. Use food as a way to introduce world geography, attitudes about things that are different, and even world issues.
6. Invite a foreign exchange student or guest to share a family holiday or to live with your family for an extended stay.

Reference

Tremblay, Hélène. *Families of the World: Family Life at the Close of the 20th Century*. 1988–1990. Translated by Hilary and Paul Childs. 2 vols. New York: Adams, Farrar, Straus and Giroux.

Viewing International Education in Wisconsin

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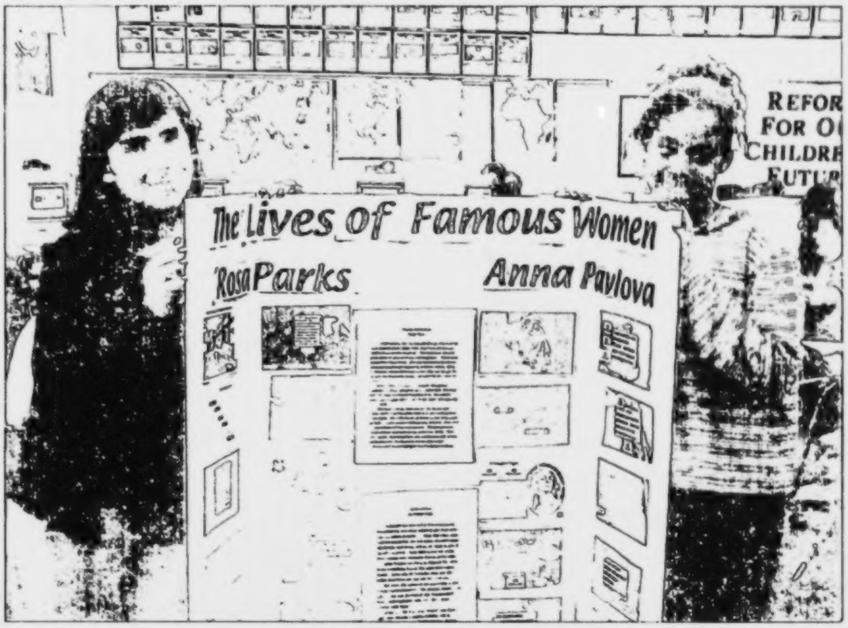


Students can travel, metaphorically, by studying the lives of people from a diversity of cultures and time periods. (Lloyd Street)

Throughout Wisconsin and at all grade levels, teachers are bringing the world to the children in their classrooms. The previous chapter detailed ways in which parents and groups outside the classroom need to work together to help American students become more globally competent.

This chapter looks at what schools in Wisconsin are already doing to build such competencies. From among thousands of schools and classrooms actively engaged in global learning, the task force selected merely a handful, each of which in some way highlights the range of strategies or programs discussed in previous chapters. An effort was made to include programs at many grade levels and across a variety of subjects.

Programs described on the following pages allow students to engage in inquiry and dialogue. They incorporate world languages, and they are hands-on, theme-centered, and multidisciplinary. All help students understand global or multicultural connections, cultures, or issues. They help students move out into a world bigger than that of their immediate family, friends, and community.

Examples of Exemplary International Programs Throughout Wisconsin

Using the previous chapter's program standards to highlight particular international education programs and strategies in Wisconsin schools might result in a list like this:

A. **World-Class Curriculum**

All the programs chosen illustrate a variety of strategies for teaching students about global cultures, connections, and challenges.

School Restructuring to Develop Multidimensional Citizens is illustrated by Lloyd Street Global Education School, a public school in Milwaukee (example 1).

Global Content includes nearly all the examples in this chapter but can be seen clearly in the International Baccalaureate Program at the elementary, middle school, and high school levels in various Wisconsin schools (example 2).

In-Depth Study of global issues or of one region is exemplified in Brown University's Choices curriculum units (example 28) or the Denmark Program (example 15).

B. **Comprehensive Foreign Language Programs**

World Language Skill Building has many strong examples in Wisconsin, such as Milwaukee's bilingual immersion language schools (2), the Foreign Language in the Elementary School (FLES) Program at Doerfler Elementary (14), the Chinese program in Madison (25), and Fratney's dual-language program (19).

C. **Enriched Environments for Learning**

School-to-School Links include the Hessen (Germany) and Chiba (Japan) Sister School Programs (5) or Upstream, Downstream, an exchange between high schools in Mexico and the Kickapoo Valley in Wisconsin (31).

Simulation Activities, including the ICONS Project (29), conflict-mediation programs (3), Model United Nations (30), and First-Graders Fly to China (12), allow students to experience a real-world event via role-playing.

Global Curriculum Packages like Journey North (21) and Brown University's Choices curriculum units (28) help put students in touch with global regions and issues experts.

Performances, Assemblies, and Guests are represented in these pages by Milwaukee's Holiday Folk Fair program for middle school students (8) and the University of Wisconsin–Madison and University of Minnesota's laudable outreach programs to place international students in area schools (9).

D. **International Travel and Exchange of Students** are exemplified by a wide number of programs, such as one that sends elementary school students at Golda Meir Elementary School to Denmark (15) or Quebec (15) or high school students to Puerto Rico through Wisconsin's Future Farmers of America (FFA) agricultural exchange (33).

E. **Globally and Multiculturally Trained Teachers**

Such nationally administered teacher exchange programs as the Fulbright Teacher and Administrator Exchange (10) and Wisconsin's Global Educators Program (11) are enthusiastically received .

F. **Outreach to Multicultural Communities**

Ethnic Heritage Programs are modeled by the Hmong Oral History Project (27), Cultural Horizons television series (17), *Sin Fronteras* school–museum collaboration (7), and the Folk-Artist-in-Residence project (16).

Service Learning: The Bolivian Quilt Project (20), Rotary Club collaboration (24), and Culture of Two Rivers (23), are two good examples that allow students to contribute their own solutions to complex global problems.

G. **Culturally Diverse Staff**

International Collaborations like TRANSNET (Trans-Atlantic Educational Network) (13), i*EARN (6), and the Wales–Wisconsin Theater Exchange (26) enable staff as well as students to gain invaluable working experience abroad. Teacher exchange programs like Amity Exchange Program (see Chapter 7) bring international teachers to American schools.

H. **Global Connections through Technology**

Global Technology Programs like ICONS (29), Journey North, i*EARN (6), the JASON Project (22), and Amistad Argentina (32) allow students to make global connections through E-mail, the Internet, and other technologies.

Unfortunately, space did not permit the inclusion of many outstanding and well-known programs; many excellent programs in large and small Wisconsin schools remain undiscovered and unheralded. An even graver omission is descriptions of cutting-edge programs from other countries in the world. Exciting gains are being made in international education. The Wisconsin Department of Public Instruction Web page and international education listservs will continue to be used to call attention to exceptional programs and collaborations.

Table 6.1 lists exemplary programs by grade, subject, and country link, whereas Figure 6.1 shows the location of these projects in Wisconsin.

Each school in Wisconsin certainly creates its own projects and curriculum, given its resources, traditions, and priorities. The projects included on the following pages are excellent ones that have inspired others. All are replicable, and all are representative of the imagination and dedication of staff and enthusiasm of students. All had to overcome obstacles of limited funding, time, and technology. The continued existence of these programs is, of course, dependent on staff and circumstances in place at the time of teacher submissions or interviews. Specifics of contact information may change quickly, but exemplary efforts will endure.

233

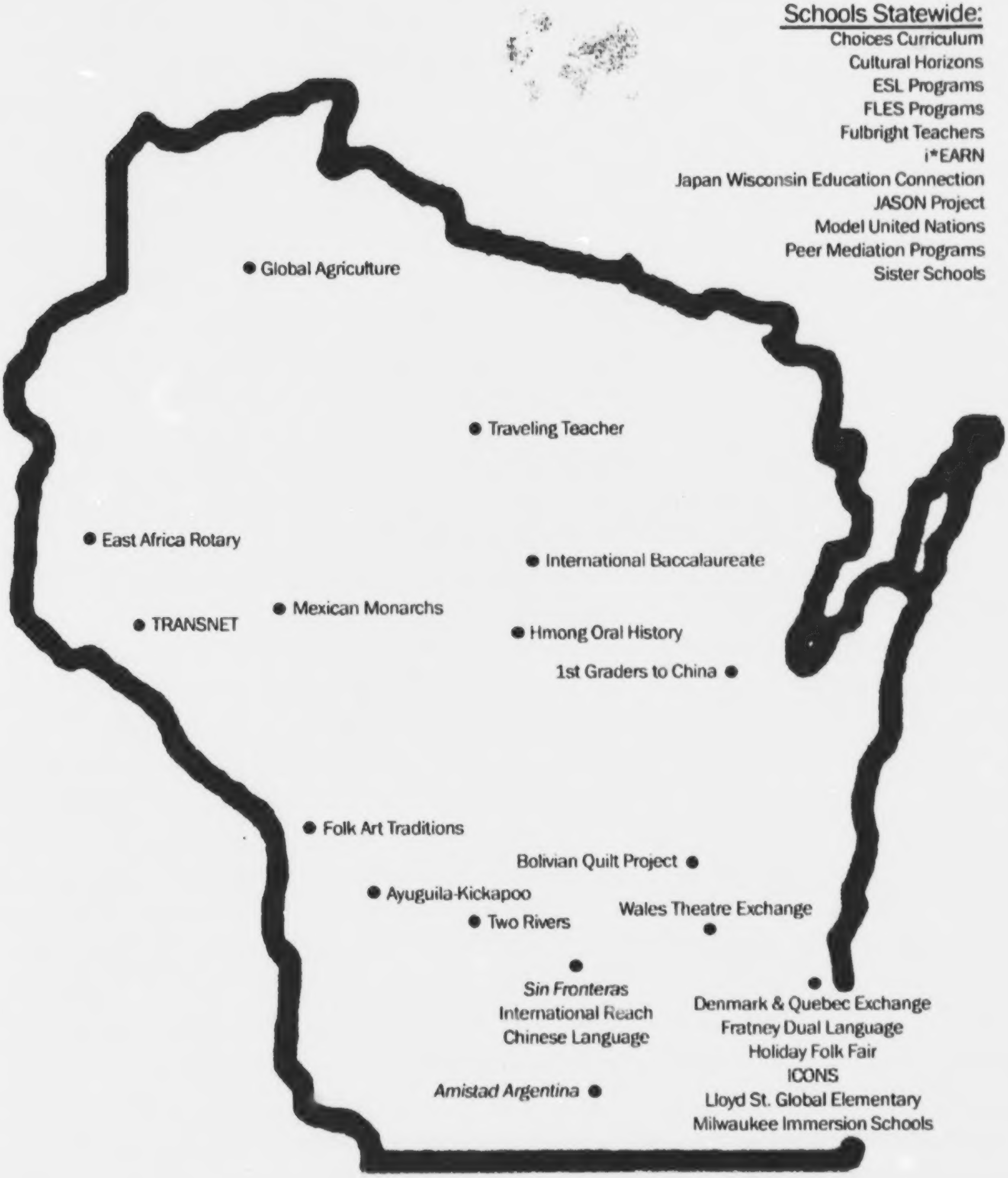

Schools Statewide:
Choices Curriculum
Cultural Horizons
ESL Programs
FLES Programs
Fulbright Teachers
i*EARN
Japan Wisconsin Education Connection
JASON Project
Model United Nations
Peer Mediation Programs
Sister Schools
Global Agriculture
Traveling Teacher
East Africa Rotary
International Baccalaureate
Mexican Monarchs
TRANSNET
Hmong Oral History
1st Graders to China
Folk Art Traditions
Bolivian Quilt Project
Ayuguila-Kickapoo
Two Rivers
Wales Theatre Exchange
Sin Fronteras
International Reach
Chinese Language
Denmark & Quebec Exchange
Fratney Dual Language
Holiday Folk Fair
ICONS
Lloyd St. Global Elementary
Milwaukee Immersion Schools
Amistad Argentina

FIGURE 6.1 **Examples of Exemplary International Programs Throughout Wisconsin**

Table 6.1 **A Sampler of Exemplary International Education Programs, Wisconsin, USA**

Name of Project	Grades	International Component	Subject Areas	Country Link
Across All Grades				
1. Lloyd Street Global Education School: Global Education as a Schoolwide Focus	E	School Restructuring	All subjects	Selected countries worldwide
2. Developing Bilingual Youth: Immersion Schools Garner Attention	K–12	World Languages	All subjects	Germany, France, Spanish-speaking countries
3. Peer Mediation Makes Peaceful Schools	4–12	Simulation	Health education, Guidance, Family and Consumer Education (FCE)	Link to how countries solve problems, how UN solves disputes
4. International Baccalaureate: Creating World-Class Schools	K–12	Global content	All subjects	Worldwide
5. Governor and State Superintendent of Public Instruction Initiate Sister State Programs	K–12	School links	All subjects	Japan, Germany
6. i*EARN: Collaborating with Classrooms Worldwide	K–12	Global technologies	Language Arts, History, FCE	Many countries. This example: Israel, Poland
7. *Sin Fronteras:* A School and Museum Collaboration	K–12	Collaborations	Arts, Social studies	Latin America Central America
8. Holiday Folk Fair: 10,000 Students Have Their Own Day	K–12	Performances	Social Studies, Language Arts, FCE	Selected countries worldwide. This example: grades 4–8
9. International Reach: Helping Teachers Find International Guests	K–12	School links	All subjects	Countries worldwide
10. Put an International Teacher on Your Staff: Fulbright Program Brings Global Perspective	K–12	Teacher abroad	All subjects	Countries worldwide
11. Bringing the World to Northern Wisconsin: One Teacher's Travels Open Doors to Thousands of Students	K–12	Teacher abroad	All subjects	Countries worldwide (e.g., China, Russia, Czech Republic, Japan, Paraguay, Mexico, Spain)

TABLE 6.1 **A Sampler of Exemplary International Education Programs, Wisconsin, USA *(Continued)***

Name of Project	Grades	International Component	Subject Areas	Country Link
Elementary				
12. First-Graders Fly to China	1st	Simulations	Social Studies, Language Arts	China
13. TRANSNET: An English Garden Links Students in Hudson, Wisconsin, and Chorley, England	K–5th	Collaborations	Environmental Education Reading: Literature	England
14. Getting Off to an Early Start: World Languages at the Elementary Level	3rd–6th	World language	Spanish	Spain, Latin America, and Spanish-speaking countries
15. Who Says Little Kids Can't Travel Abroad? Quebec for Fifth-Graders . . . and Denmark for Fourth-Graders	4th–5th	Students abroad	Art, Music, French, Social Studies, Drama, FCE	Canada Denmark
16. Exploring the World through Folk Art Traditions	K–12th (4th–5th here)	Ethnic heritage	Language Arts, Social Studies, Art, FCE	Wisconsin's ethnic communities
17. Cultural Horizons of Wisconsin: A Video Series for Young Learners	4th–6th	Ethnic heritage	Social Studies, Language Arts	Wisconsin's ethnic communities
18. Bringing Bilingual Families into the Picture: ESL at Humboldt School	K–5th	Ethnic heritage	ESL, Art, FCE, Multicultural Education	Wisconsin's Hmong-/Spanish-speaking communities
19. One School, Two Languages: Fratney's Dual-Language Program Gets Results	K–5th	World languages	Spanish, Language Arts, Social Studies, FCE, Art	Spanish-speaking
20. Bolivian Quilt Project: Beaver Dam Students Become Humanitarian Artists	3rd and 8th	Service learning	Art, FCE	Bolivia
Middle School				
21. A Global Study of Wildlife Migration: Menomonie Mexican and Youth Study Butterflies	6th	Curriculum package: Journey North	Science, Geography, Environmental Education, Spanish	Mexico
22. JASON Project: Scientists Explore the World	K–8th	Global technologies	Science, Mathematics, Technology	Various countries
23. Culture of Two Rivers: Service Learning in Sauk City	Middle school	Service learning	Reading, Art, ESL, FCE	Mexico
24. School and Rotary Club Collaboration: School Supplies for East African Students	6th	Collaborations	Social Studies, FCE	Uganda, Tanzania, Kenya

TABLE 6.1 **A Sampler of Exemplary International Education Programs, Wisconsin, USA *(Continued)***

Name of Project	Grades	International Component	Subject Areas	Country Link
High School				
25. Studying Chinese: Preparing for the Twenty-First Century	HS	World languages	Foreign Language	China
26. Creating a World Community of Artists: Wales–Wisconsin Theater Exchange	HS	Collaborations	Theater	Wales
27. Hmong History Project: Oral Interview Training	8th–11th	Ethnic heritage	Social Studies, Language Arts, ESL, FCE	Wisconsin Hmong Communities, Thailand, Laos
28. Debating Controversial Subjects in the Classroom	HS	In-depth Study: Choices curriculum	History, Environmental Education, FCE	Israel, Palestine, Vietnam, and selected countries
29. Taking a Stand on the World Stage: Project ICONS Develops Negotiation Skills	MS/HS	Global technologies	Language Arts, Social Studies, FCE	Worldwide: Specific countries and issues chosen each year
30. Model United Nations	HS	Simulations	Social Studies, Language Arts, FCE	One U.N. member nation assigned to each team
31. Upstream, Downstream: Bridging the Ayuquila and Kickapoo Watersheds	HS	School links	Environmental Education, Social Studies, Spanish	Mexico
32. Amistad Argentina: Using E-Mail to Change Communities	HS	Global technologies	Spanish, Technology, Social Studies	Argentina
33. FFA Exchange Highlights Growth of Global Agriculture	HS	Students and teachers Abroad	Agriculture Education, Spanish	Puerto Rico

K-12 Examples

Elementary students learn sumo wrestling fundamentals from visiting Japanese teachers. (Lloyd Street)

1

Lloyd Street Global Education School: Global Connections as a Schoolwide Focus

The goal of the curriculum at the Lloyd Street Global Education School in Milwaukee is to integrate a perspective of global education into reading, writing, social studies, mathematics, and the specialist areas of art, physical education, music, and technology. Through the use of community resources such as the International Institute of Wisconsin, University of Wisconsin–Milwaukee, and area businesses and foundations, Lloyd Street is able to bring in a variety of international speakers and visitors to enhance curriculum offerings. (Walker International Middle School has a similar approach.) Lloyd Street staff are enthusiastic users of Milwaukee Public School's citywide multicultural resource center, where they develop curriculum materials emphasizing multiple cultural perspectives. They look to the center as well as the university to provide professional development opportunities for their faculty and staff. All teaching staff are hired with the expectation that they will keep global education at the center of their classroom teaching.

X School Restructuring
X Global Content
X World Languages
X Ethnic Heritage
___ Teacher Abroad
___ Student Abroad
X School Links

X Collaborations
___ Service Learning
___ Global Technologies
X Simulations
___ Curriculum Packages
___ Performances
X In-Depth Study

An example of a schoolwide global theme was the Celebrating Peacemakers and Earthkeepers around the World Week, held in mid-April 2000. As reported in the school's prize-winning student-produced newspaper, the *Lloyd Street Times*, "Every class chose a country and did a project using earthkeepers and peacemakers as our main theme. We had to include technology in our projects. During the week, we had to share our projects with other classes."

All students at Lloyd Street study Japanese, and the school employs one of the state's few full-time elementary level teachers of Japanese. A careful reading of the *Lloyd Street Times* over the past year will show that the students at Lloyd Street have celebrated music from many different countries; studied the arts and history of recent Hmong immigrants; researched their own personal heritage; participated in a Brazilian carnival; celebrated holidays, including Global Day, Mexican Cinco de Mayo, and African American Kwanzaa; and held an all-school Japanese *undokai* sports day. And these were but a few!

Lloyd Street School adopted its global theme when it became a magnet school in 1976. Families across Milwaukee may participate in a lottery to send their children to Lloyd, although, like all Milwaukee's public magnet schools, the school accepts half its children from the immediate neighborhood. Over 90 percent of Lloyd's students are minority (primarily African American and Asian American), and 81 percent come from families whose income is low enough that they qualify to participate in the student free lunch program. The long tenure and dedication of Lloyd Street's principal, Helen Harris, has resulted in great consistency and high standards in a financially stretched urban school setting.

I believe that children have a curiosity and compassion that makes them truly global citizens.

—Nane Annan, author and wife of United Nations secretary-general Kofi Annan

Contact

Lloyd Street Global Education School, 1228 Lloyd Street, Milwaukee, WI 53205, (414) 267-1600; fax, (414) 267-1615. For Web site information, go to http://www.milwaukee.k12.wi.us and click on "Lloyd Street School." Information about Lloyd Street Elementary School was submitted by Sylvia Llanas, program implementor; E-mail: Llanassx@mail.milwaukee.k12.wi.us.

2

Developing Bilingual Youth: Immersion Schools Garner Attention

An immersion approach to language learning makes fluency in two languages a completely attainable goal for children. The approach provides opportunities for children to gain deeper insights about themselves and to learn other ways of thinking and self-expression. Since students are learning to cope and succeed in an unfamiliar environment, their verbal communication, creativity, and problem-solving skills are greatly enhanced. Achievement scores on standardized tests in all subjects are equal to or higher than those of other students, even across racial, ethnic, and socioeconomic lines.

X School Restructuring
X Global Content
X World Languages
X Ethnic Heritage
___ Teacher Abroad
X Student Abroad
X School Links

X Collaborations
___ Service Learning
___ Global Technologies
X Simulations
___ Curriculum Packages
___ Performances
X In-Depth Study

The Milwaukee German Immersion School is a racially balanced elementary Milwaukee public school. It provides children ages 4–11 with the academic, social, and economic benefits of becoming bilingual in German and English. Except for children in the special education program, all children in the school study reading, language arts, mathematics, social studies, and science in the German language from the first day of kindergarten through fifth grade.

In addition to developing proficiency in the German language, students at the school acquire knowledge and appreciation of European and other cultures.

The immersion teachers, assistant teachers, and program implementor are totally bilingual, and 50 percent of the immersion staff are native speakers of German. Thirty minutes per day of English reading instruction begins in the second grade and gradually increases to 90 minutes per day in fifth grade. The Milwaukee German Immersion School has established productive working relationships with the German departments of the University of Wisconsin–Milwaukee, Cardinal Stritch College, and Concordia University as well as with Goethe Haus–Milwaukee, the American Association of Teachers of German, German community groups in the city, and several businesses.

In addition to the German immersion program, Milwaukee offers elementary-age students an opportunity to attend the Milwaukee French Immersion School or the Milwaukee Spanish Immersion School. Milwaukee has been nationally recognized as a leader in language immersion programs, and the schools host hundreds of state, national, and international visitors every year. Middle school students funnel into the Milwaukee School of Languages where they can continue German, French, Spanish, or any combination of these languages in an immersion curriculum. Middle school students in the immersion program have three of their class periods, language arts, social studies, and mathematics or electives taught in their target language. Programs continue at the high school level.

Contact

Mary Buchert, Program Implementor, Milwaukee German Immersion School; 3778 N. 82nd Street, Milwaukee, WI 53222, (414) 393-5600; fax, (414) 393-5615. E-mail: bucherma@mail.milwaukee.k12.wi.us; Web site: www.milwaukee.k12.wi/us/schools/german_imm

Paul Sandrock, Foreign Language Consultant, Wisconsin Department of Public Instruction, PO Box 7841, Madison, WI 53707-7841, (608) 266-3079; E-mail: S.Paul.Sandrock@dpi.state.wi.us

3

Peer Mediation Makes Peaceful Schools

"If we tell our children not to fight, but we don't teach them ways to problem solve, then we are not providing any real alternative," begins Lloyd Global Education School's conflict-resolution program brochure.

___ School Restructuring
___ Global Content
___ World Languages
___ Ethnic Heritage
___ Teacher Abroad
___ Student Abroad
___ School Links
___ Collaborations
___ Service Learning
___ Global Technologies
_X_ Simulations
___ Curriculum Packages
___ Performances
___ In-Depth Study

Conflict is a part of life. We can't, and wouldn't want to, eliminate it, yet we are urgently looking for ways to end the violence in schools and to help children solve conflicts in healthier ways.

Peer mediation is a form of conflict resolution in which children themselves are involved in the solution of playground disputes, name-calling, hitting, disobedience of school rules, and destructive behaviors. In the last 15 years, more than 5,000 schools nationwide have established peer-mediation programs. Programs can be introduced as early as fourth or fifth grade in elementary schools and result in dramatic decreases of suspensions and expulsions when adapted successfully to secondary school settings.

There are three common models for conflict-resolution programs.

The *in-class model* uses a combination of class discussions, role-playing, and interactive learning activities. All students gain an understanding of the positive and negative functions of conflict, concepts of conflict resolution, variation of communication styles, and problem-solving strategies. They then apply these techniques to situations on the playgrounds and in their homes. The classroom teacher, who has been trained in the philosophy and techniques of conflict resolution, is able to promote connections to social studies, health education, and arts curriculum. This approach has the advantage of introducing all students to the concepts.

The *school-based mediation model* involves a commitment to teacher training and an all-school buy-in to the program. A large number of teachers and administrators are trained in conflict resolution and in turn train and support teams of students to take responsibility for solving discipline-related incidents. As cited later in this section, integration into a high school setting is more challenging than at the elementary or middle school levels.

Both approaches need to be carefully reviewed to make sure all students have access to becoming mediators. Some students with negative leadership skills should be selected to help them learn to transform negative skills into positive ones.

Law-related education, an all-school or single-class approach, enables students to understand various methods of dispute resolution within the American judicial system. The curriculum teaches concepts of fairness and due process and makes links to conflicts on the family, community, national, and international scenes. The program may or may not incorporate student mediation. In Wisconsin, the Peers in Education Addressing Conflict Effectively (PEACE) program is sponsored by the State Bar and the Department of Justice, and its curriculum has enabled dozens of schools throughout the state to complete teacher- and student-training programs.

In a peer-mediation process involving students, there are usually four parts:

- *Introduction,* when mediators define the ground rules and disputants agree to work on the conflict
- *Listening and defining the problem,* when disputants have the opportunity to tell their side of the story
- *Asking what each person wants,* when disputants say what they want to do about the conflict
- *Finding solutions and writing the agreement,* when disputants and mediators together create, write, sign, and implement an agreement acceptable to all parties

For peer mediation programs to work at the high school level, administrators need to be committed to refer disciplinary action to the conflict-resolution council. Students need to be able to see other adults using mediation techniques.

"Students are quick to spot hypocrisy," says guidance counselor Connie Mudore at Sauk Prairie School District. "If we recommend they use mediation to settle their disputes but don't ourselves use it to settle staff, parent, and teacher union disputes, why should they take it seriously?"

Research on successful programs at the high school level indicates conflict resolution is only one component of a school reform initiative, and that it is supported in many ways in the curriculum, extracurricular activities, and in administrative policies. High schools like Shabazz City High School and LaFollette High School, both in Madison, used the program as one of many avenues for opening dialogue among students and adults.

The secondary application has two additional challenges, cites Mudore: "Because of its very success at the elementary and middle school, students see it as a kid program. They also have issues of confidentiality. Getting into trouble in high school is generally more serious than fights in the schoolyard. Kids challenge whether their peers have any business knowing about and being involved in their disputes. This is where strong administrative support plays a make-or-break role."

Contact

Literature and research, program models, annual conferences, and teacher training workshops are available through Educators for Social Responsibility, 23 Garden Street, Cambridge MA 02138, (617) 492-1764 or 1-800-370-2515; fax, (617) 864-5764; E-mail: educators@esrnational.org; Web site: http://www.esrnational.org

Conflict Resolution at Lloyd Street Global Elementary School, 1228 Lloyd Street, Milwaukee, WI 53212, (414) 562-5893; fax, (414) 267-

1615; Phyllis Bankier, program coordinator, bankierpm@mail.milwaukee .k12.wi

PEACE (Peers in Education Addressing Conflict Effectively), State Bar Law-Related Education Coordinator Dee Runaas, State Bar of Wisconsin, PO Box 7158, Madison, WI 53718, (608) 250-6191; fax, (608) 257-5502, or Department of Justice Assistant Attorneys-General Anne Murphy (608) 266-9224 or Barbara Oswald (608) 266-3067

Lynene Wagner Harmon, Peer Mediation Program, LaFollette High School, 702 Pflaum Rd, Madison, WI 53716-2199, (608) 221-6703; fax, (608) 224-2017

Jane Hammatt Kavaloski, Shabazz City High School, 1601 N. Sherman Avenue, Madison, WI 53704, (608) 204-2440; fax, (608) 204-0505

Connie Mudore, Guidance Counselor, Sauk Prairie Middle School, 207 Maple St., Prairie du Sac, WI 53573, (608) 643-5512; fax, (608) 643-5503, E-mail: cmudore@saukpr.k12.wi.us

Peer mediation training, newsletter and videos: Lisa and Harry Webne-Behrman, senior partners, Collaboration Initiative, Inc., PO Box 5591, Madison, WI 53705, (608) 231-5884; fax (608) 231-2012; E-mail: ci@execpc.com

Teacher training in community building and conflict transformation: Denise Jess Consulting, 829 Jenifer Street, Madison, WI 53703, (608) 258-9652; fax, (608) 258-9663, E-mail: djess@terracom.net

4

The International Baccalaureate: Creating World-Class Schools

Founded in the 1960s, the International Baccalaureate Organization (IBO) grew out of international school efforts to establish a common, internationally recognized curriculum and university entry credential for highly motivated, geographically mobile students. Through comprehensive and balanced curricula coupled with challenging assessments, the IBO aims to assist schools in their endeavors to develop the individual talents of young people and teach them to relate classroom experience to the realities of the world outside.

_X_ School Restructuring
_X_ Global Content
___ World Languages
___ Ethnic Heritage
___ Teacher Abroad
___ Student Abroad
___ School Links
___ Collaborations
___ Service Learning
___ Global Technologies
___ Simulations
___ Curriculum Packages
___ Performances
_X_ In-Depth Study

"You can't just add an IB program to your school," says Milwaukee middle school teacher Norma Mortimer. "It takes tremendous staff buy-in, many long discussions, and much work with parents. There's also a full-year implementation period as part of the application process."

Beyond intellectual rigor and high academic standards, the highly interdisciplinary international baccalaureate programs place strong emphasis on the ideals of international understanding and responsible citizenship. The International Baccalaureate curriculum prepares students to become critical, creative, and compassionate thinkers; lifelong learners and informed participants in local and world affairs; and individuals conscious of the shared humanity that binds all people together while respecting the variety of cultures and attitudes that makes for the richness of life.

Operating as a nonprofit educational foundation based in Switzerland, the IBO offers the diploma program (started in 1965) for students in the final two years of secondary school, the middle years program (started in 1992) for students in the 11–16 age range, and the primary years program (started in 1997) for students age 3 to 12.

The International Baccalaureate Diploma program curriculum includes courses from the following:

1. Language: First language, including the study of selections from world literature
2. Language: Second modern language
3. Individuals and Societies: History, geography, economics, philosophy, psychology, social anthropology, business and organization, information technology in a global society, history of the Islamic world
4. Experimental Sciences: Biology, chemistry, physics, environmental systems, design technology
5. Mathematics: Mathematics, advanced mathematics, mathematical studies, mathematical methods
6. Arts and Electives: Visual art/design, music, theater arts, Latin, classical Greek, computer science, a third modern language, a second subject from group 3 or group 4 above, advanced mathematics, and/or a subject from a school-based syllabus approved by the IBO

A unique aspect of the International Baccalaureate Diploma curriculum includes the creativity, action, and service requirement. Each full diploma candidate must complete a minimum of 150 hours in the areas of creativity, action, and service (approximately 50 hours in each area) between the end of the 10th grade and the middle of the 12th grade. Participation in theater productions, sports, and community service activities encourages young people to share their energies and special talents while developing awareness, concern, and the ability to work cooperatively with others. The goal of educating the whole person and fostering a more compassionate citizenry comes alive in an immediate way when students reach beyond themselves and their books.

As a membership organization, the IBO provides curriculum and assessment development, teacher training and information seminars, electronic networking, and other educational services to participating schools. Over 1,000 schools in 100 countries now offer the prestigious international baccalaureate program.

Of the 340 IB Diploma programs offered in U.S. schools, a growing number can be found in Wisconsin, including Jerome I. Case High School (Racine), John Marshall, Madison, and Rufus King high schools (Milwaukee), and Wausau East High School (Wausau). More information on the IBO and the three levels of programs can be found at http://www.ibo.org/.

Jerome I. Case High School
Program: Diploma
7345 Washington Avenue
Racine, WI 53406
(262) 619-4200; fax, (262) 886-7942
Web site: http://www2.wi.net/~casehs

John Marshall High School
Program: Diploma
4141 N. 64th Street
Milwaukee, WI 53216
(414) 393-2300; fax, (414) 393-2315
Web site: http://www.milwaukee.k12.wi.us/marshall

Madison High School
8135 W. Florist Ave.
Milwaukee, WI 53218
(414) 393-6100; fax (414) 393-6262
Web site: http://www.milwaukee.k12.wi.us/madison/

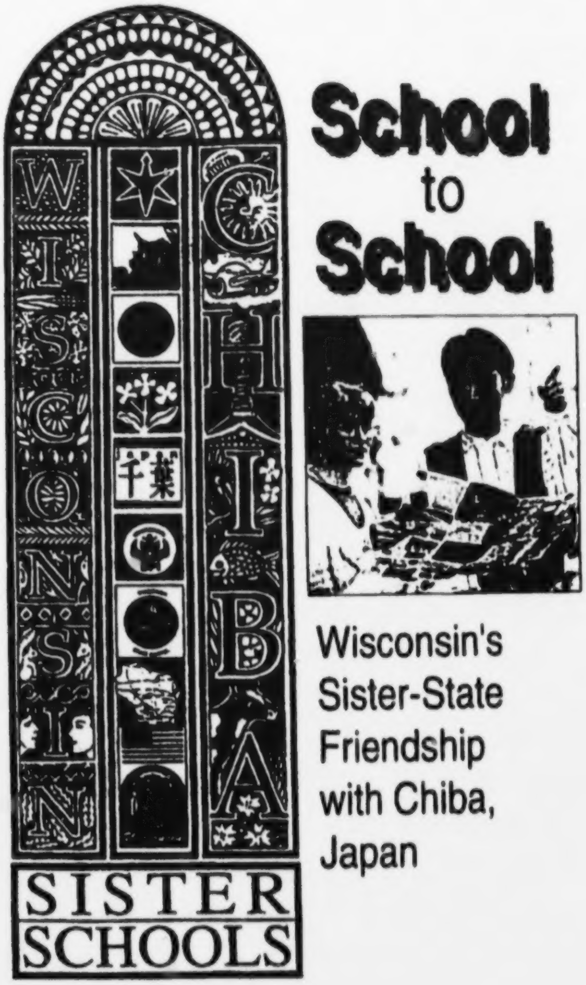
Rufus King High School
Program: Diploma
1801 West Olive Street
Milwaukee, WI 53209
(414) 267-0700; fax, (414) 267-0715
Web site: http://www.milwaukee.k12.wi.us/king

Wausau East High School
Program: Diploma
708 Fulton Street,
Wausau, WI 54403
(715) 261-3500; fax, (715) 261-3600
Web site: http://www.wausau.k12.wi.us/east/

5

Governor and State Superintendent of Public Instruction Initiate Sister State Programs

Established in 1990 by the governors of Wisconsin and Chiba Prefecture in Japan, a sister state partnership relationship was envisioned to promote long-term relationships among schools, businesses, and cultural organizations. To initiate teacher and student exchanges as a central part of the program, the education heads of the two states signed a bilateral agreement the following year, designating 20 elementary, middle and high schools as sister schools for a three-year period. In alternate years, Wisconsin and Chiba take turns hosting or sending a group of teachers, competitively selected, to study one another's schools, to compare curricula, and to participate in an educators' conference. Each school decides whether and how to exchange students, and


WISCONSIN
千葉
CHIBA
School to School
Wisconsin's Sister-State Friendship with Chiba, Japan
SISTER SCHOOLS

Schools are enriched by sister-school partnerships with schools abroad. (Design by Martin Rayala)

most of the participating middle and high schools have enthusiastically initiated student travel exchanges, continuing them even after their three-year official designation is completed. Costs are kept low because hosting districts provide in-country transportation, meals, and host families.

- ___ School Restructuring
- X Global Content
- X World Languages
- ___ Ethnic Heritage
- X Teacher Abroad
- X Student Abroad
- X School Links
- X Collaborations
- ___ Service Learning
- X Global Technologies
- ___ Simulations
- ___ Curriculum Packages
- X Performances
- X In-Depth Study

An almost identical program with Germany, centered in the state of Hesse, connects 50 high schools on each side of the Atlantic Ocean. The participating Wisconsin high schools must offer German as a foreign language in their curriculum. Since 1990, a pair of teachers have been selected from each of five or six Wisconsin sister schools to participate in a biennial educators seminar, to promote curriculum integration, double their impact upon return to their schools, and allow them to support one another.

In the Japanese and the German seminars, the hosting country selects the theme around which to focus the seminar and conference. Past seminars have featured as themes multiculturalism, service learning, music, a view of the state through the eyes of visual artists, approaches to environmental education, and attempts to balance nature and technology.

Both programs are enhanced by active citizen committees at the state level that envision and carry out numerous other projects like sending youth symphony orchestras; choirs; folk artists; and delegations of newspaper, library, and business professionals for short-term exchanges. The committees are incorporated as nonprofit educational organizations. In the German exchange, a summer youth camp and high school student staffing of a Wisconsin booth at a major cultural festival in Germany attracted significant attention from the business community. Hundreds of Wisconsin residents have participated in the two programs, and deep connections and friendships abound.

Contact

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6

i*EARN: Collaborating with Classrooms Worldwide

i*EARN, the International Education and Resource Network, has attracted creative teachers from across the world who are interested in engaging elementary, middle school, and high school students in collaborative global projects. i*EARN enables young people to collaborate with youth from other countries in producing books of original poetry and stories, collections of national folklore and children's artwork, reports of simultaneously collected social or natural scientific data, along with a host of other classroom-based projects. Many of the projects are designed to make meaningful contributions to the health and welfare of the planet and its people. A teacher who wishes to participate simply contacts the facilitator of the project in which he or she is interested. The majority of the work is shared online. A modest membership fee is charged to participate in the school projects.

___ School Restructuring
_X_ Global Content
___ World Languages
___ Ethnic Heritage
___ Teacher Abroad
_X_ Student Abroad
_X_ School Links

_X_ Collaborations
___ Service Learning
_X_ Global Technologies
___ Simulations
___ Curriculum Packages
___ Performances
_X_ In-Depth Study

Where, after all, do universal rights begin? In small places, close to home—so close and so small that they cannot be seen on any maps of the world. Yet they are the world of the individual person.... Without concerned citizen action to uphold them, close to home, we shall look in vain for progress in the larger world.

—Eleanor Roosevelt, 1884–1962, American humanitarian and writer, U.S. Ambassador to the United Nations

i*EARN Holocaust Project

Each year the eighth-grade students at Meyer Middle School study a Holocaust unit in language arts. Students read *Night* by Elie Wiesel and *The Diary of Anne Frank*. Each student must complete a project of his or her choice as part of the unit requirements. For the past several years, students in 8 Blue House have joined the Holocaust/Genocide project of i*EARN. Project participation has allowed students to work on projects that are interactive and use primary resources. As an example, students have been able to question survivors of the Holocaust using E-mail. They have also engaged in online discussions about the book *Night* with students in other schools. The format allows students to pose as well as respond to online questions.

i*EARN also makes available to participants a wide variety of resources about the Holocaust through its Web site, and it publishes a document of student work related to the Holocaust in particular and genocide in general. The document, *A Time for Tolerance*, contains the work of secondary students and is published each spring.

High school students and teachers participating in the Holocaust/Genocide project have the opportunity to travel to Poland and Israel each spring. Students from participating countries gather in Poland to travel to concentration camps there and to meet students from Israel. The group then travels to Israel, where they live with host families for the duration of the trip.

Contact

Teacher and contributor Debbie Keller, Meyer Middle School, 230 N 9th St., River Falls, WI 54022, (715) 425-1820; E-mail: dekell@rfsd.k12.wi.us;

i*EARN Web site, http://www.iearn.org/

Teachers Guide to International Collaboration on the Internet Web site: http://www.edu.gov/Technology/guide/international

The Department of Education and i*EARN collaborated with teachers across the U.S. to make international collaboration on the Internet easy and accessible.

7

Sin Fronteras: A School-Museum Collaboration

A visionary project, pulling together schools in the United States, Central America, and South America and art and children's museums, artists, and scholars on two continents, offers a remarkable model for community-wide learning.

___ School Restructuring
X Global Content
X World Languages
X Ethnic Heritage
___ Teacher Abroad
___ Student Abroad
X School Links

X Collaborations
___ Service Learning
___ Global Technologies
X Simulations
___ Curriculum Packages
X Performances
___ In-Depth Study

By the end of seven years, *Sin Fronteras* (Spanish for "without borders") and its initial version, *Viva, Brazil*, had involved 20 collaborating institutions; 30 visiting scholars; 50 university professors; 75 professional musicians, dancers, and visual artists from throughout the Americas; over 100 Wisconsin, South American, and Central American teachers; and thousands of students. The projects were cited for praise during a U.S. Congressional hearing on model United States Information Agency (USIA) education projects, and 69 million people viewed a five-minute documentary on *Globo TV*, Brazil's largest network. In museums in Brazil and Wisconsin, students were able to see one another on videos and create and exchange exhibits of cultural objects. The projects received local and national arts awards. They filled Wisconsin streets with *carnival*-style parades of dancing, singing, costume-clad students. Most memorably, children throughout Madison were able to perceive connections between themselves and far-flung cities, peoples, and histories.

Sin Fronteras grew from a small project to a larger one, each year involving more partners to become a comprehensive, cross-institutional, and community-wide integrated arts project, celebrating Mesoamerica and an "America without borders." Its name underscored the message of the project, that we live in an interdependent world without borders, and a world in which we can and must learn from one another's experiences.

The first goal of the project was to address the rapidly changing demographics of the Madison community. In 1994, around 3 percent of Madison public school students were self-described as either Hispanic or Latino. Only five years later, the number doubled, and evidence suggests continuing immigration into Madison of Latino families, the majority from Mexico. In the past, many Latino students were, intentionally or not, marginalized in the Madison schools, with virtually no opportunity to step forward to celebrate or share their cultural traditions with peers. Project directors wanted ways to make the city's new citizens feel connected and valued, while bringing rich and varied aspects of the Latino culture to the entire community.

The second goal was to foster cooperation among schools, museums, and community groups, challenging them to let go of their usual borders. Why would Latin American scholars want to work with children? It is precisely this linkage that became the program's strength, as university art history students helped build mini-museums in after-school programs, professional musicians worked to raise funds for Hurricane Mitch relief, and Mayan scholars answered questions of first-grade teachers and lent a hand to float building. The project's pedagogical foundations included both inquiry-based learning and multicultural education.

Sin Fronteras's final goal was to honor student learning, linking what children do in school to caring communities near and far. The discovery aspect of the project is infectious, the performance aspect exciting, the research aspect demanding, and the creative aspect deeply meaningful, not only to children but to all who participate.

In each year of the project, a limited number of elementary, middle, and high schools served as project sites, denoted as *barrio* (neighborhood) schools. They agreed to integrate Mesoamerican culture into their curricula, culminating with the opening of Mobile Barrio Museums within each school, with a final stop at the Madison Children's Museum. Participating schools integrated Latin American cultural studies into all aspects of their curriculum; developed after-school arts, dance, physical education, and music programs; did public performances; and worked with professionals to create museum-quality exhibits. Students even tackled the difficult issues of children's rights, including child labor, homelessness, and discrimination because of racial and class differences.

The two-year Mesoamerican component began with a Windows on the World Teacher Institute at the University of Wisconsin–Madison to give teachers background on the unique and shared histories, politics, economics, and customs of the different regions. In addition to scholars who provided historical context of the regions, *Sin Fronteras* also provided opportunities to bring a wide variety of world class musicians to town including renowned Costa Rican jazz star Manuel Obregón, Afro-Caribbean singer-songwriter Guillermo Anderson from Honduras, and the contemporary Salvadoran Exceso de Equipaje ensemble. The musicians not only worked in the schools and children's museum but also gave free community concerts in university and city locales.

Sin Fronteras underscored the tremendous cultural wealth and knowledge possessed by all students. Sidestepping the trap of addressing itself just to "at-risk" or "gifted" students, the project expected and received phenomenal efforts from participating educators, students, and community members. The expansiveness of the *Sin Fronteras* vision inspired diverse groups to see room for themselves within the project and to contribute resources. The University of Wisconsin–Madison Mexican Students Association, for instance, designed and carried out 50 workshops in barrio schools and the children's museum to introduce Mexican art, cuisine, dance, and culture.

Sin Fronteras is an ongoing project codirected by Madison Children's Museum and the Latin American, Caribbean, and Iberian Studies Program at the University of Wisconsin–Madison. As the program has grown to involve over 20 organizations, including social service offices, it now has a steering committee that meets monthly. This committee sets the agenda and creates collaborative work plans.

The project continues to have many repercussions. Symbolic was the city mayor's declaration of the first week in April as Latin American, Caribbean, and Latino Week, as Madison reflects itself in a mirror of changing citizenry.

Contact

Brenda Baker, *Sin Fronteras* project codirector, Madison Children's Museum, 100 State Street, Madison, WI 53703, (608) 256-6445; fax, (608) 256-3226; E-mail: brendab@kidskiosk.org; Web site: http://www.kidskiosk.org. A video, *Big Box of Culture*, created for an earlier *Sin Fronteras* project is available for loan.

William Ney, Assistant Director, Latin American, Caribbean, and Iberian Studies Program, 209 Ingraham Hall, University of Wisconsin, Madison, WI 53706, (608) 262-0616; fax, (608) 265-5851; E-mail: wney@facstaff.wisc.edu; Web site: http://polyglot.lss.wisc.edu/lacis

8

Holiday Folk Fair International: 10,000 Students Have Their Own Day

Ethnic and folk festivals exist in many communities, but few have a structured way to help teachers integrate the experience into their classrooms. A teacher workshop, held annually before Milwaukee's long-established Holiday Folk Fair International, helps convert the richness and excitement of the festival into deeper, more meaningful learning for students.

___ School Restructuring
_X_ Global Content
___ World Languages
_X_ Ethnic Heritage
___ Teacher Abroad
___ Student Abroad
___ School Links
___ Collaborations
___ Service Learning
___ Global Technologies
___ Simulations
_X_ Curriculum Packages
_X_ Performances
_X_ In-Depth Study

The festival begins with students-only day for fourth through eighth graders, attracting 10,000 young people from the greater Milwaukee and Southeastern Wisconsin areas. Advance registration is required, and all teachers who register to bring students must participate in an in-service day. The advance registration also ensures that student groups are accompanied by their classroom teachers and by adequate numbers of chaperones and that buses are parked properly.

Each year a new curriculum, based on the theme and featured nationality of the current year's festival, is developed, discussed, and distributed at the in-service day. Before and after the festival, teachers prepare students by giving them context, expanding on their experiences, and asking them to make linkages and share insights.

Visiting teachers emphasize contemporary as well as traditional aspects of their societies. (International Reach)

The well-structured, well-integrated day devoted to children gives high and positive visibility to the cultural, racial, and ethnic diversity of local communities. By trying new foods, viewing and participating in folk dances and traditional crafts, and making important curriculum connections, children attending the festival affirm their place in a larger, international community.

Contact

Rosemary Zelenka or Dr. Sharon Durtka, International Institute of Wisconsin, Holiday Folk Fair International Cultural Awareness Education Day, 1110 North Old World Third Street, Suite 420, Milwaukee, WI 53203, (414) 225-6235

9

International Reach: Helping Teachers Find International Guests

How does a busy teacher find international guests? Even the best guests eventually return to their home countries, leaving the teacher with a never-ending job of hunting for new contacts, trying to arrange baby-sitters and transportation, and always wondering if the invited guest will be skilled or able to connect with students.

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☒ In-Depth Study

Similarly, how do fast-moving international travelers, students, and businesspersons, willing to do a few school presentations, make contacts with schools or figure out how to prepare lessons for American students?

Two remarkable organizations, International Reach, associated with the University of Wisconsin–Madison and the Minnesota International Center on the campus of the University of Minnesota, do an excellent job of addressing these needs.

International guests abound, but their transitory nature makes them an elusive target. A centrally located, well-connected staff person who can cultivate contacts provides an invaluable service to schools. At the University of Wisconsin–Madison, the International Student Services office collects and updates names of visiting faculty, undergraduate and graduate students, international student associations, and even spouses who are interested in venturing out to Madison schools. The staff schedules these willing international guests for an orientation, giving them an overview of how elementary and secondary schools function in the United States and tips on how to give engaging, age-appropriate presentations. Throughout the year guests make short, interactive presentations tailored to various student audiences throughout the city and tailored to connect with curriculum units that teachers have indicated in advance in writing or by telephone.

During the 1999–2000 academic year a total of 67 international volunteers responded to 91 requests for speakers from area schools. Talking on topics as broad-ranging as culture, worldviews, politics, and religion, speakers reached an estimated 3,400 Madison youth in 23 different schools.

In Minnesota, where the Minnesota International Center has an even longer history and more substantial staffing, the International Classroom Connections program includes teacher preparation through an annual in-service workshop. Speakers at this workshop introduce all participating schools and guests to a Cultural Universals framework, provide strategies for linking international speakers to the curriculum, and watch and discuss videos of presenters in action. Twin Cities–area schools pay a nominal fee to host a speaker; take responsibility for arranging transportation; and commit to hosting the same speaker at least two different times in the same classroom, to deepen the experience for the guest and the students. A set of academic standards, expectations, and evaluations for teachers and international speakers ensures a quality experience for each classroom. Participants come from more than 60 countries, and in 1999 the center helped international guests do 525 presentations in classrooms of over 300 elementary and secondary teachers.

Because both organizations serve only their respective cities, other districts should contact area colleges or service organizations to try to build a similar effort.

Contact

International Reach, University of Wisconsin–Madison, International Student Services, 716 Langdon Street, Room 217, Madison, WI 53706, (608) 262-9716, E-mail: istudents@redgym.wisc.edu

Minnesota International Center, International Classrooms Connections, 711 East River Road, Minneapolis, MN 55455. Activity line: (612) 626-6204; Coordinator: (612) 625-4421; fax, (612) 624-1984, Web site: www.micglobe.org.

10

Put an International Teacher on Your Staff: Fulbright Program Brings Global Perspective

Imagine how your school and community might be different if teachers from Senegal, Surinam or Scotland were regular members of your faculty!

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If an in-depth cross-cultural exchange sounds interesting, look into the opportunities offered by the Fulbright Teacher and Administrator Exchange Program. For over 50 years, this program has provided fascinating, yearlong direct exchanges of educators around the globe. It is an excellent way to internationalize your curriculum and widen the perspective of your students, because while you're gone they'll have a teacher from another country for the year.

The ripple effect is amazing—teacher-to-teacher, student-to-student, and teacher-to-other colleagues. Opportunities for developing collaborative work between students are exciting. The exchange of E-mails, videos, or letters involved in project work is easily facilitated when the partner teachers are there (on the other side of the ocean) to facilitate, coordinate, and answer questions. Colleagues have a direct link to colleagues in the partner school, which often provides a springboard to further exchanges, ongoing school links, and sister school relationships.

High school teacher Mary Lou McBride has participated in the Fulbright program three times—Scotland in 1983–84, Chile in 1991-92, and France in 1997–98. She relates that each experience proved to be challenging and at times frustrating but always interesting and extremely valuable. "When one is called upon to teach in a very different manner and under different circumstances, one is forced to be open to new ideas and teaching methods. Learning new approaches and sharing ideas is stimulating and leads to more creative teaching. I return to my U.S. school energized, eager to infuse new international content and perspectives into my teaching, and eager to see how my students have grown through their interaction with their Fulbright teacher," says McBride.

Contact

Mary Lou McBride, East High School, 2222 E. Washington Ave., Madison, WI 53703

Fulbright Teacher and Administrator Exchange Program, 600 Maryland Ave. SW, Suite 320, Washington, DC 20024-2520, (202) 314-3520; fax, (202) 479-6806; E-mail: fulbright@grad.usda.gov; Web site: http://www.grad.usda.gov/International/ftep.html

Application deadline is annually in October. The Fulbright program has a variety of other opportunities for teachers and administrators.

11

Bringing the World to Northern Wisconsin: One Teacher's Travels Open Doors to Thousands of Students

"I have had the very good fortune of being involved in global education in dozens of countries and ways since the late 1980s," states English Language Arts teacher Darlene Machtan.

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Machtan's initial travel began when she chaperoned high school student groups to Mexico, Spain, and Germany. Rhinelander High School and a German school in the heart of Germany's Black Forest, Schwarzwald Triberg Gymnasium, have sustained an ongoing three-week annual exchange between schools for more than 20 years. Machtan marveled at the motivation to learn foreign language as well as the cultural appreciation and understanding that the program reinforced.

In 1994 Machtan spent four weeks in China as part of the Visiting Teacher Program at the University of Wisconsin–River Falls. She observed Chinese classrooms and taught conversational English to adults. "I learned much about a country as misunderstood as it is vast. I experienced life under a Communist government firsthand, and I watched people valiantly struggle each day against poverty and restrictions. I learned more about democracy in those four weeks than I had in my entire lifetime in the U.S."

How shall I talk of the sea to the frog, if he has never left his pond? How shall I talk of the frost to the bird of the summer land, if it has never left the land of its birth?

—Chuang-Tsu, fourth-century poet, mystic, and humorist, Honan Province, China

Machtan also developed an appreciation for Chinese literature, art, language, medicine, fashion, and cuisine that she carried back into her north woods classroom. "Most of my students will never visit China. I have done my part to replace stereotype with personal experience." Machtan was later able to bring to her school a young woman who had been her interpreter in China. Students inundated her with questions, and the lively discussions that followed made their world a little more accepting of diversity.

In November, 1994 Machtan had an opportunity to travel with the Wisconsin Friendship Force to Russia. "I was eager to compare Communist China with formerly Communist Russia during the same time period, and my school board graciously agreed to the necessary time off. In Moscow, I lived with a Russian teacher and her family and got to observe several Russian secondary schools." The following March Machtan hosted her Russian colleague, who visited her high school. Since then, at least three Russian exchange students have found their acclimation to Rhinelander a little easier due to a receptive teaching staff and student body.

In 1996 Machtan taught conversational English to both students and adults in the Czech Republic under the Visiting Teacher Program. "My hostess there came to Wisconsin to visit me two years later, and she also attended our school during part of her stay. Since the Czech Republic escaped Soviet Union control without bloodshed and with relative economic stability compared to other Eastern European nations, it was an interesting contrast to both Russia and China."

Two years later, Machtan traveled to Japan as a Fulbright Memorial Fellowship awardee. "Although this meant missing three weeks of student contact time, my school board was very supportive and granted me release from my teaching duties. Once again I got to see another educational system in action and speak with educators from both Japan and the entire United States about education. I enjoyed yet another homestay, an integral part of any experience abroad. I shared the experience with my school and community through slides, displays, and programs."

Recently, Machtan spent four weeks in Paraguay through the Global Educators Program, dividing her time between Asunción and a boarding school in a rural region called the Chaco. "This was my first South American experience, and it was eye-opening. Our local Rotary group helped sponsor this trip, and an ongoing relationship with Pa'i Puku (the school at which I taught), the Asunción Rotary group that hosted me, and the Rhinelander Rotary may grow out of this study adventure."

"So what do I teach?" laughs Machtan. "Foreign language? Social studies? History?"

"No! According to my license, I'm an English teacher. But I don't teach English. I teach young people in an isolated little town in northern Wisconsin. I teach them that the world is more wonderful than anything that they can imagine. I try to inspire them to go see for themselves how different and similar we are, no matter where we live. Global education's importance does not lie in a Japanese haiku lesson or learning to say "xié-xie" (thank you) in Chinese. Global education is the tolerance and delight in the world that international understanding creates."

Contact

Darlene Machtan, English Language Arts teacher, Rhinelander High School, 665 Coolidge Avenue, Rhinelander, WI 54501, (715) 365-9500; E-mail: machtdar@rhinelander.k12.wi.us. Teachers can seek additional information for programs described from:

German American Partnership Program, Web site: http://www.goethe.de
Friendship Force Program, Web site: http://www.friendship-force.org/
Visiting Teacher Program, Web site: http://www.uwrf.edu
Global Educators Program, Carol LeBreck, 1455 Evergreen Drive, River Falls, WI, (715) 425-6904; Web site: www.global-links.org
Fulbright Memorial Fund (FMF to Japan), Midwest Regional Office, 401 N. Wabash Avenue, Suite 722, Chicago, IL 60611-3580, (312) 644-1400;

fax, (312) 644-3759. To request an FMF application (January deadline): (888) 527-2636 (toll-free); E-mail: fmf@iie.org; Web site: http://www.wiie.org/pgms/fmf

Elementary School Examples

12

First-Graders Fly to China

"During the weeks I was preparing for my trip to Beijing, China," relates first grade teacher Sheri Barber, "my kids were getting almost as excited as I was. Their frequent question, "Can we go, too, Mrs. Barber?" led me to eventually say "Why not?"

When she returned, Barber immediately set about the preparations for students' *flight to China!* "It turned out to be a wonderful way to introduce them not only to the procedures of flying but to the culture of another country as well. Social studies truly came alive for them.

"Students practiced skills like writing (filling in required forms), reading (brochures, tickets, flight information, books about China), and following directions (giving their address, listening for announcements).

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Having just returned from China, it was easy for Barber to develop a simulation that included nearly all of the aspects of the international flight—and to do so with enthusiasm—using realia she had gathered during her trip. Together with students, she prepared the things they would need to embark on the great adventure:

- ☐ Passport application with photos
- ☐ Passport for each student
- ☐ People's Republic of China visa application form
- ☐ Flight envelopes to hold tickets
- ☐ Tickets with flight and seat numbers, name, date, departure time, destination
- ☐ Practice pages for address and phone numbers for luggage (book bags)
- ☐ Luggage tags
- ☐ Seat numbers to place on desks
- ☐ Flight crew badges
- ☐ Aircraft safety brochures
- ☐ Business-class kits with toothbrush/paste, cotton swabs, mouthwash, tissue pack, earplugs, etc.

- Oxygen masks (purchase white cardboard face masks)
- Air sickness bags (brown paper lunch bags)
- "Cleared for Takeoff" videotape (Fred Levine Productions, 900 4th Avenue, Suite 1205, Seattle, WA 98164, toll-free [800] 843-3686)
- Flight script (create from memory)
- International departure monitor (TV screen)
- Breakfast (individual cereal boxes, bowls, spoons, sugar packs, napkins, garbage bag, milk cartons)
- Afternoon snacks (pop, napkins, popcorn—cheaper than peanuts), and garbage bag
- In-flight movie (slide show, video, or PowerPoint presentation about the destination country)
- In-flight magazine for kids to take home (worksheets that relate to destination country)
- In-flight magazine selection (magazines on a table, like *Highlights, USA Kids, Your Big Backyard, Ranger Rick, Ladybug;* quiet time for all to read is part of a long flight)
- Other forms pertaining to the trip (Barber made a health declaration form for China.)
- The airplane (Barber assembled aircraft by hanging up bulletin board paper with levers, buttons, and gauges.)

On the day of the flight, excited kids checked in with their tickets and filled out identification tags for their luggage (book bags). Kids boarded the plane and met the pilot (Barber's husband), then proceeded to their assigned seats (their numbered desks). From that point on, the class had much fun, as Barber, the flight attendant, followed a script, served meals, and asked and answered passenger questions.

"This experience was a memorable one for my first-graders. Whenever they come back to visit my classroom as older students, they always reminisce about their wonderful plane trip."

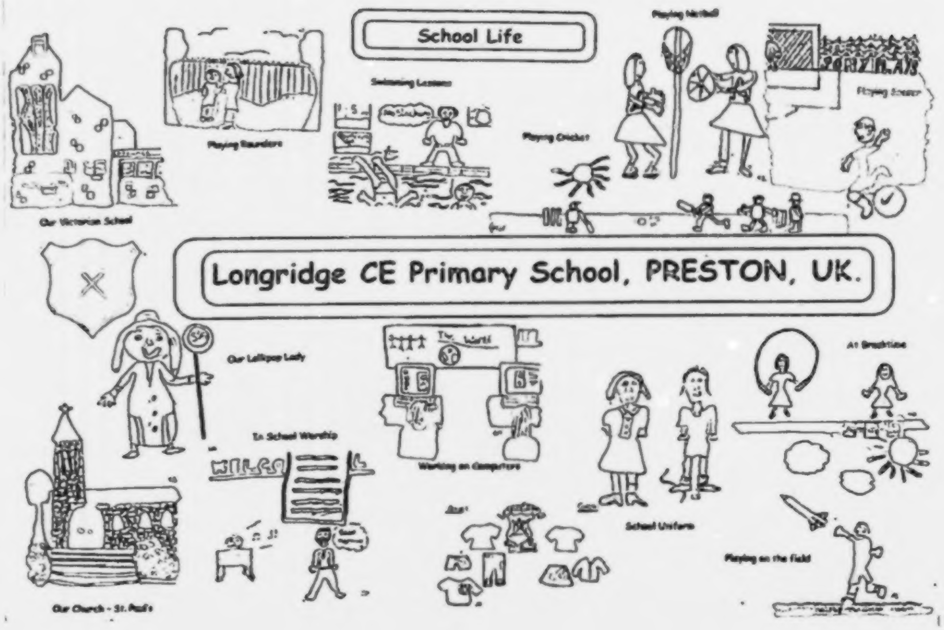
"Why not take your students on an international flight?" Barber suggests "Cost is not a factor."

Variations:

First-graders traveling to Paris, Frankfurt, or Guadalajara might have flight attendants that speak to them in French, German, or Spanish if the project adds a visit by a group of middle or high school students studying these languages. Flight attendant numbers increase with parent helpers. Upon arriving in the country, students may learn a game, see a video, or even meet an international guest. Self-drawn postcards are a follow-up activity, as well as reports and a sharing program for parents, who show up at the airport to greet and take home the returning passengers.

Contact

Sheri Barber, Manawa Elementary School, 585 E. Fourth Street, Manawa, WI 54949, (920) 596-2238. E-mail: dbarber@execpc.com


School Life
Playing Netball
Playing Rounders
Swimming Lessons
Playing Cricket
Playing Soccer
Our Victorian School
Longridge CE Primary School, PRESTON, UK.
Our Lollipop Lady
The World
At Breaktime
In School Worship
Working on Computers
School Uniform
Playing on the field
Our Church - St. Paul's

13

TRANSNET: An English Garden Links Students in Hudson, Wisconsin, and Chorley, England

On a warm March day in 1999 Ray Sudlow, the head teacher from Holy Family Catholic School in Preston, England, took the hand of Kathy Roberts, a teacher at Willow River Elementary School in Hudson, Wisconsin, and walked tentatively onto the ice of the St. Croix River. After a few moments he giggled and eagerly handed Kathy his camera, exclaiming, "Please, take my picture. The children at our school will never believe this. Walking on frozen water is beyond their imagination."

At 55 degrees latitude, Preston, England, is considerably north of Hudson. The fact that Preston doesn't experience temperatures to freeze their rivers would be beyond the imagination of many Hudson children as well. Teachers in schools in Hudson and Preston are actively working to correct global images of disbelieving students.

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The teacher who gingerly walked on water that March day is the English facilitator of TRANSNET, or Transatlantic Education Network. Ice walking occurred during the first teacher exchange. TRANSNET establishes an ongoing linkage that partners teachers and schools from Minnesota and Wisconsin with teachers in Lancashire County, England, for the purpose of engaging their students in collaborative project work.

In March 1999 Hudson Prairie Elementary School hosted two teachers from Coppul County Primary School in Chorley, England, as part of TRANSNET. Prairie School is a relatively new school, with a name that describes its surroundings. One of the schoolwide projects was to create a prairie garden, and the faculty has worked with community resources to develop a prairie garden curriculum. During the course of the English visit, teachers discussed ideas for collaborative projects that might connect to the garden project. They developed the idea to create an English garden as part of the garden curriculum along a Beatrix Potter author and literature unit of study that wound into the English garden theme.

A group of five teachers from Prairie School visited their partner school in Chorley, England, in summer 2000. In addition to facilitating interaction between students in Prairie School and the partnered English school, the goal of the visit was to gather resources for the garden unit and to work with the English teachers in developing a unit of study on the life and literature of Beatrix Potter.

Classrooms in each of the partner schools exchanged stuffed-animal mascots to tell one another about their daily activities. Individual English students wrote in a collective class journal when the mascots went home with them for the night. Journal excerpts and photos went on a Web site that chronicled the classroom connections and progress of the English garden.

The teachers sharpened their technology skills through PowerPoint presentations to the students and faculty, outlining differences in school life between the two locations. Prairie School also has an in-school television lab, and videos from the teacher exchange are available in the lab. Students used digital videocameras to allow the English students to see real-time results of the growing English garden and the teacher exchange.

Contact

For more information about the project at Prairie Elementary School in Hudson, contact Mary Backman, Prairie Elementary School, 1400 Carmichael Road, Hudson, WI 54016, (715) 386-4248; E-mail: backmamp@hudson.k12.wi.us

For information about TRANSNET, contact Dr. Judy Freund, 257 Cove Road, Hudson, WI 54016 (715) 386-9336; E-mail: jafreund@spacestar.net

14

Getting Off to an Early Start: FLES Spanish Language and Culture Program

The Foreign Language in the Elementary School (FLES) Program at Doerfler Elementary School is content and activity based and designed to support learning that traditionally occurs in the curriculum in grades 3–6. The daily Spanish language curriculum for all third- to sixth-grade students in the school emphasizes spoken communication and includes a cultural awareness component to promote multicultural understanding and sensitivity. Being able to study with a certified Spanish language teacher and having an opportunity to explore Spanish realia, maps, children's stories, and curriculum materials generate early, effective, and enthusiastic language learning.

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Students enjoy language success in being able to utilize their newly acquired vocabulary and Spanish accent. They share common expressions with peers, teachers, and parents through programs such as Festival Hispánico and school newsletter updates in the *FLES Express.* As their confidence in learning a second language grows, opportunities to communicate with native Spanish speakers within Milwaukee are provided by outings to El Rey, an Hispanic market in the neighborhood, and participation in the city's Cinco de Mayo celebration.

Contact

Barbara McDonald, Doerfler Elementary School FLES Program, 3014 W. Scott Street, Milwaukee, WI 53215, (414) 902-9500; fax (414) 902-9515

15

Who Says Little Kids Can't Journey Abroad? Quebec for Fifth-Graders . . .

Parents at Golda Meir Elementary School want their children to experience the world, and they put hours of fund-raising throughout the year behind this desire. Committed fund-raising efforts make it possible for all students to travel on class trips, despite the fact that a significant portion of this inner-city school's enrollment consists of low-income white and minority students.

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_X_ Performances
_X_ In-Depth Study

Fifth-graders at Golda Meir Elementary School culminate a year of study of French with a trip from Milwaukee all the way to Quebec and Montreal, Canada. For preparation, teachers integrated into the curriculum the following:

French art, especially French Impressionism, with trips to the Milwaukee Art Museum

French folk songs, taught by the music specialist

French language, with subsequent placement in intermediate French classes at the middle school level

Internet and language-acquisition skills with the library media specialist

Social studies by exploring Canadian and French-Canadian connections to American history and to students themselves

French plays, presented by students in Morse Middle School's French Immersion Program

Prometour Travel Agency, which specializes in educational travels, arranges all logistics for the five-day trip and sets students up with Québecois pen pals and host families.

. . . and Denmark for Fourth-Graders

For the past six years fourth-grade students from Golda Meir school have traveled to Copenhagen, Denmark, visiting their host students, families, and teachers at partner school Dyssegårdsskolen. The trip itself is designed to help the Milwaukee children learn about a culture different from theirs and, in so doing, to learn more about their own culture and values.

The duration of the student trip is two weeks. Each of the traveling children lives with a Danish child and his or her family. Students shadow as much as possible the activities of children their age, attending school with their hosts and participating in after-school activities. They may do some traveling with host families on weekends.

Because travel occurs in spring, much of the fourth-grade classroom curriculum at Golda Meir is designed to prepare students for the trip. Areas of study include the Danish culture, learning important phrases in the Danish language, studying the metric system in math class, learning about international travel and communications, and reading Danish literature and folk legends. The trip has been described as one that students will remember for the rest of their lives.

Contact

Golda Meir Elementary School, 1555 N. Martin Luther King Drive, Milwaukee, WI 53212, (414) 212-3200; (414) 212-3216 fax

Quebec information conributed by Liz Schoone; E-mail: schoonea@mail.milwaukee.k12.wi.us. Denmark information contributed by Mark Horowitz; E-mail: horowimj@mail.milwaukee.k12.wi.us.

16

Exploring the World through Folk Art Traditions

Pam Knudtson, art teacher at Josephine Hintgen Elementary School in La Crosse, coordinated a multigrade folk arts residency. With the strong support of her building principal, four fourth- and fifth-grade teachers, and the Library Media Center director, Pam applied for and received an artist-in-residency grant from the Wisconsin Arts Board. The guest artist was a profes-

Students benefit enormously by learning folk arts and crafts from older adults in their own communities. (Bob Rashid)

sional folklorist, Anne Pryor, who became the school's folk artist-in-residence. The teaching team and the folklorist worked closely together to pull off Building Bridges, an exciting project that allowed students to explore the many traditional and ethnic arts of their own community.

___ School Restructuring
_X_ Global Content
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___ Student Abroad
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___ Global Technologies
___ Simulations
___ Curriculum Packages
_X_ Performances
_X_ In-Depth Study

As folklorist-in-residence, Anne led introductory sessions with all grade levels, explaining what traditions are and how they're alive and well in each of our lives. Fourth- and fifth-grade teachers pursued this theme in more depth in their individual classrooms. One class focused on family heritage, making travel brochures of their ancestors' countries, summarizing snapshot biographies of themselves, and writing family histories. Another class produced books of family stories that the students had collected at home. Two other classes conducted a community survey on living folk traditions and then interviewed selected people about those traditions.

While the majority of the students worked on those projects, a core group of 18 fourth- and fifth-graders worked intensively with Anne. First they practiced interviewing and photography skills and learned about folk art traditions. Then they each interviewed a traditional artist living in the community: a nurse from Liberia who told stories and legends from his childhood in the Krahn ethnic group, a German American wood carver, a Hmong American needleworker, a Norwegian American fiddler, a Scottish American bagpiper, Swiss American polka dancers, a Ukrainian egg decorator, and a Ho-Chunk pow-wow dancer. Most interviews took place at the artist's studio or home.

Each student took photos, recorded the interview on cassette, transcribed a particularly interesting section of the tape, drew a picture related to the art, and reflected on how the interview went. Later, these materials were archived in the library media center.

The culmination was a Building Bridges festival. While the participating classes exhibited the results of their work, the core group acted as hosts for their artists. Many of the artists either performed or demonstrated their skills. In this setting, the student interviewers were now the experts, helping to explain the art and its traditions to the audience. It was a shining moment for many of them.

Contact

Anne Pryor, Folk Arts Education Coordinator at the Wisconsin Arts Board, 101 E. Wilson St., Madison, WI 53702, (608) 264-8106, Web site: www.arts.state.wi.us. Call for information about funding opportunities as well as recommendations for regional folk arts and folklife activities and materials and an interactive Web page, Wisconsin Folks.

17

Cultural Horizons of Wisconsin: A Video Series for Young Learners

To help students understand the importance and pervasiveness of culture, Wisconsin's Educational Communications Board has undertaken the production of a series of video programs, *Cultural Horizons of Wisconsin.* For grades 4–6, the programs teach how an understanding of culture directly fosters respect for and appreciation of the diversity of Wisconsin people. The *Cultural Horizons* project includes a 10-part video series, a CD-ROM, a Web site, and print guides and resource lists for teachers.

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___ Performances
X In-Depth Study

Programs in *Cultural Horizons:*

- Define the concepts of culture and diversity and help students see both in their daily lives
- Explain factors that have contributed to Wisconsin's cultural pluralism
- Examine ways in which culture is expressed, communicated, celebrated, changed, and perpetuated
- Introduce strategies for understanding and resolving conflicts within and between cultural groups

The companion CD-ROM encourages young students to take on personal explorations of ways in which different people in Wisconsin interact with one another and with their environments. This interactive learning tool is rich in archival and contemporary audio and visual resources for students to use in creating their own presentations. Organized by Wisconsin's five geographical regions, the CD focuses on the identity, traditions, environment, and challenges of Wisconsin's numerous ethnic groups.

> ***People who develop the habit of thinking of themselves as world citizens are fulfilling the first requirement of sanity in our time.***
>
> —Norman Cousins, 1912–1990, American author and editor

Contact

Educators may order copies of the *Cultural Horizons of Wisconsin* video series and its companion CD-ROM by contacting Educational Communications Board, 3319 W. Beltline Highway, Madison, WI 53713-4296, (608) 264-9720; fax, (608) 264-9685.

18

Bringing Bilingual Families into the Picture: ESL at Humboldt Park Elementary School

Humboldt Park School is one of hundreds of schools in the state that meets the needs of immigrant and refugee children trying to learn to speak English. The school aims to accomplish goals of excellence and equity for its diverse student population by providing an opportunity for every student to develop a positive attitude toward self, learn to think creatively and critically, communicate effectively, understand and use technology, appreciate the arts, and contribute to society.

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Over 150 students are enrolled in the English as a second language (ESL) program. The majority of the students are Hmong; their parents and grandparents came to the United States from Laos or from refugee camps in Thailand after the Vietnam War. There are also Spanish-speaking students from Mexico, Central America, and Puerto Rico; Arabic-speaking students from Jordan and Middle Eastern countries; Urdu-speaking children from Pakistan; and students from Albania, Serbia, and other Eastern European and East Asian countries.

The ESL program provides a wide range of classroom experiences in English. The instruction is designed to promote spontaneous learning; to focus on underlying knowledge, skills, and strategies; and to promote awareness of pattern and function. Teachers also use activities that promote understanding of and family integration into American Midwestern culture.

Hmong and Spanish-speaking students receive native language support in the content areas from bilingual paraprofessional teaching assistants under the direction of the classroom teachers. Classroom teachers implement strategies to ensure that every student is a success.

Multicultural education is integrated throughout the curriculum for all students and given special emphasis during an all school Folk Fair and Art Attack, which alternate biennially.

Hmong dance and needlework are taught at school during the after-lunch recess. A student dance group performs at school events and at other sites around the city.

Creating an important link for parents, after-school programs and folk art workshops involve students, parents, siblings, school staff, and volunteers in creating such projects as a multicultural cookbook, Indonesian shadow puppets, *ojos de Dios,* and American Indian dream catchers. The school partners with Hmong Educational Advancements, a community-based organization, within the Refugee Children's School Impact Project, so that children receive after-school tutoring, peer mediation, and technology training. Parents receive information about the school system and their roles and expectations in an American school and community setting.

Contact

Jacqueline J. Servi Margis and Dixie Deines, ESL teachers, Humboldt Park Elementary School, 3230 S. Adams Street, Milwaukee, WI 53207, (414) 294-1700; fax, (414) 294-1715; E-mail: SERVIMJJ@mail.milwaukee.k12.wi.us

19

One School, Two Languages: Fratney's Dual-Language Program Gets Results

Fratney Elementary School, or *La Escuela Fratney,* in Milwaukee has had a successful world language program for over 12 years. Called dual-language, the program enrolls 50 percent of students who speak Spanish as their primary language and 50 percent of students who speak English as their primary language.

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X Performances
___ In-Depth Study

The students are integrated in all of their classes and learn languages from their teachers, most of whom are themselves bilingual, and from each other. The paired classrooms work as follows. For two weeks students learn all of their subject area content in Spanish. For the next two weeks, teachers switch to English, and all material is presented in English. This alternating language immersion helps all students come close to being equally literate and fluent in both languages.

Principal Celin Arce said that 100 percent of the third-graders who took the 1998–1999 Wisconsin Reading Comprehension Test scored at either the advanced or proficient levels, comparable to or exceeding the best classrooms around the city and state.

The school is located in an area of the city that has a high population of Spanish-speaking families and has a strong commitment to extending services beyond the boundaries of the schoolyard.

"This is a wonderful school and community for us to be involved in," Arce says. Fratney provides day care for students before and after school, along with parenting classes and family "Story Nights" in the evenings.

"We hosted a family night at the school and had over 500 parents and students show up," she says.

Contact

Celin Arce, Principal, La Escuela Fratney/Fratney Elementary School, 3255 N. Fratney Street, Milwaukee, WI 53212-2240, (414) 267-1100; fax, (414) 267-1115. For Web site information, go to http://www.milwaukee.k12.wi.us and click on "Fratney Elementary School."

20

Bolivian Quilt Project: Beaver Dam Students Become Humanitarian Artists

In October 1998 Ann Miletich, an artist from Alaska, brought the Hearts and Hands across the Americas program to schools in Beaver Dam, Wisconsin. During her visit she received dozens of quilts and blankets to deliver to the Solomon Kline Orphanage in Cochabamba, Bolivia. More important than what she took, however, was what she left behind to area third graders: an awareness of a place on the map called Bolivia and a sense that children's lives in orphanages there were similar to and very different from their own. Local teacher Sue Scafe added the project to her coordination responsibilities through Project AWARE (Art with Aesthetic Resources for Enrichment). Locally, it's called simply "the Bolivian Quilt Project."

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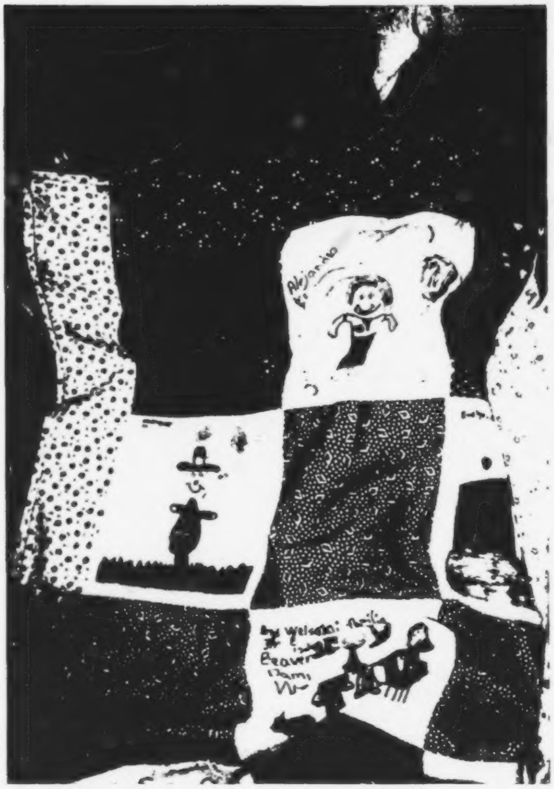
For the past several years, Ann has traveled between Bolivia and North America to help connect children of both continents. On visits to Beaver



Elementary and middle school students make quilts to send to a Bolivian orphanage, learning art, folk arts, and global cultures. (Judy Tom Moore)

Dam, she has worked with third-grade students from all the elementary schools in Beaver Dam. (She has also worked with Wisconsin schools in River Falls, Hartland, Cadott, and Hudson and Tippecanoe School in Milwaukee.) Students learn about the cultures of Bolivia and the lifestyles of children who live there. Ann emphasizes that while these children in Bolivia may not have many material possessions, their daily lives are filled with joys, frustrations, and desires that are similar to those of kids in Beaver Dam. She invites students to discuss their own family lifestyles and helps them create pictures and patterns for quilts and receiving blankets for the tiny babies soon to be born. Each child's design becomes a kind of self-portrait, reflecting family, heritage, and interests.

The children transfer their creations to cotton fabric, sign them, then deliver them to local quilting clubs, which complete the quilting process. As a community service project, eighth-grade students quilted 10 patchwork blankets themselves.

In the words of Superintendent of Schools Richard Fitzpatrick, "Through Ann's demonstrations, students learned of the differences and similarities between themselves and children in South America. When our children are taught to respect the cultures and ethnicity of others, the whole world benefits." He emphasizes that the opportunity to be humanitarian artists accentuates the district's core values of respect, responsibility, trustworthiness, caring, fairness, and being a good citizen.

Each year the Beaver Dam community hosts an exhibit of the quilts created during the project. Ann shared the following experience of one of the celebrations: "As I was walking out of the last class workshop in Beaver Dam, a small boy timidly handed me a piece of folded yellow paper. He said to me, 'I want you to have this because I think this is what you are doing.' On the paper was a simple line drawing in red pencil. The drawing depicted a heart with lines radiating out of it and passing into and through a larger heart and then continuing off the paper.

"I was knocked off my feet. The drawing depicted an expanding heart. That small voice is still ringing in my head: 'I want you to have this because I think this is what you are doing.' I now carry a copy of that drawing with me to remind myself of what I should always be doing. Thank you, Beaver Dam families, for the gift of your children and for joining with me in expanding your hearts and extending your Hearts and Hands across the Americas."

Contact

Sue Scafe, Project AWARE (Art with Aesthetic Resources for Enrichment) coordinator, Bolivian Quilt Project, Beaver Dam Unified School District, 705 McKinley Street, Beaver Dam, WI 53916, (920) 885-7300, ext. 159; E-mail: scafes@beaverdam.k12.wi.us

Ann Miletich, Hearts and Hands across the Americas Program, c/o 136 Miletich Lane, Port Angeles, WA 98362; E-mail: miletich@olypen.com

21

A Global Study of Wildlife Migration: Mexican and Menomonie Youth Study Monarchs

Brenda Betz-Stolz is a sixth-grade teacher at Menomonie Middle School with a focus on social studies. The sixth-grade social studies curriculum includes the study of Canada and Latin America.

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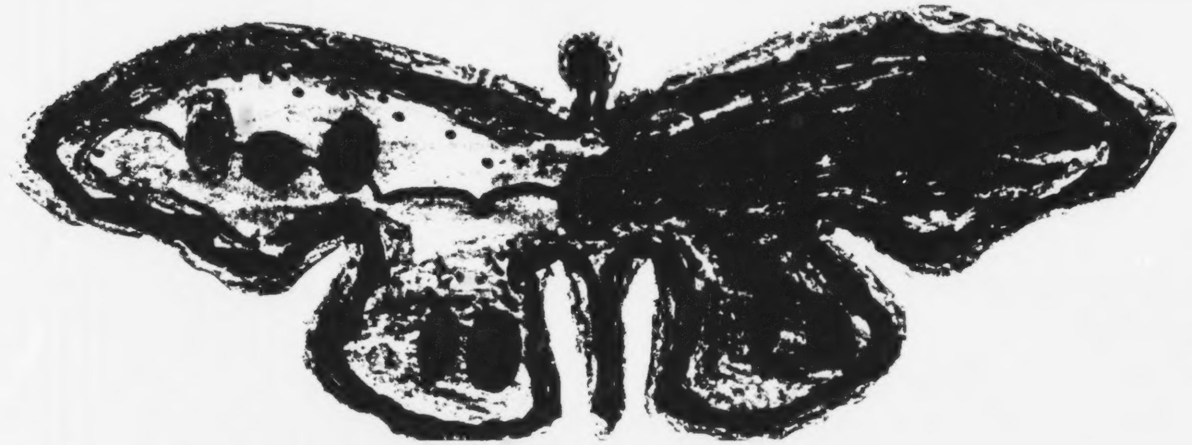
Betz-Stolz starts the year with mini-Spanish lessons that include greetings and a few phrases that students use daily. She introduces the monarch butterfly life cycle, and the class heads out on a search for monarch caterpillars and milkweed. Students who bring in monarch caterpillars get extra credit, and each day kids continue the search and bring in fresh milkweed to feed their caterpillars.

Students keep their caterpillars in a 10-gallon aquarium with a screen top, feed them milkweed daily, and watch the metamorphosis from caterpillar to



Wisconsin and Mexican children exchange hand-drawn butterflies with messages in English and Spanish as part of Journey North's study of wildlife migrations.

chrysalis to butterfly. It is always a big thrill when the monarch emerges from the chrysalis. Students often set up a "monarch alert" as they see the chrysalis turning translucent and the monarch close to emerging. Once the monarchs have emerged, students let them dry for 24 hours, tag them, and release them. (Tags are available through Monarch Watch.) This is always a festive day, and the class all cheers them on their way south.

Journey North, the name of the curriculum Betz-Stolz uses, is a project with funding from the Annenberg/CPB Science Foundation. "It is a global study of wildlife migration. It provides a wonderful tool for educators by tracking the paths of several species of animals and birds that migrate between countries. It allows teachers and students a great opportunity to address international issues, comprehend concepts of biology and ecology, and learn skills like reading geographic coordinates," she says.

"Journey North enhances the curriculum with a symbolic monarch migration. The students make paper monarchs, and we send them to Journey North, who in turn ships them to Mexico and distributes them in classrooms there. This is an interesting part of the project as we are able to use our limited Spanish. On the back of each monarch, we tape a paper on which we've typed our names, a short message, where we live, and how far this monarch will travel. We use our Spanish teacher to help us write our Spanish messages correctly. Now we begin the real tracking of monarchs heading south. On a large map student groups plot the migration with the geographic coordinates."

In March 1999, Betz-Stolz traveled to Mexico with Bill Calvert, the Texas Monarch Watch expert. "Our group visited two of the monarch sanctuaries, El Rosario and Chincua in the mountains west of Mexico City, where there were millions of monarchs. I met and talked with many of the people who help make this project a success. We visited rural and village schools at Garatachea and Angangueo that participate in the program and discussed the dilemma of saving the forests in which the monarchs live.

"We in the North are crying out to save the monarch habitats. In Mexico, however, we saw the faces of poverty of people in these same forests whose traditional ways of living and supporting themselves are also being destroyed. The people living near the sanctuaries deserve a life with education, food, and shelter. Since my travels, the 'black and white' of this issue has become more clouded, and the complexity of real life has opened like a kaleidoscope."

Back in the classroom, Betz-Stolz and her students followed the monarchs' trip. "In March we put our little dots on the map with the geographic coordinates reported weekly by Journey North. We await the first monarch in Wisconsin and the arrival by mail of the symbolic paper monarchs from the Mexican children. In May, the symbolic monarchs arrive with messages and pictures. Because we understand only a little Spanish, we can read few of the messages. Our Spanish teacher comes to the rescue, and together we decipher the meanings as best we can."

There is a feeling of international understanding. "They like soccer, too!" "She likes to draw!" children exclaim. "I hope to instill in sixth-graders that we are more similar than we are different. We write back in fragmented Spanish. We brainstorm phrases we know in Spanish and then add English.

Betz-Stolz maintains that this fragile creature connects children and communities in a circle of friendship. "Its long journey is mystical and magical. It wings its way across cultural and physical barriers, while the actions and awareness of all of us below determine its future existence."

Contact

Brenda Betz-Stoltz, Menomonie Middle School, Menomonie, WI 54751, (715) 232-1673; E-mail: bstoltz@win.bright.net

The Journey North, E-mail: jn-help@learner.org; Web site: http://www.learner.org/jnorth. In addition to the monarch butterfly, students can follow the migrations of a number of birds, the manatee, and several kinds of whales. Participation in Journey North is free, and a wealth of resources for teachers is available on its Web site, including sample lessons, suggested teaching and assessment strategies, and ways to link with a global partner classroom. The Journey North curriculum guide is available for a modest fee.

The Monarch Watch Web site, http://www.MonarchWatch, has an outreach program that includes K–12 curriculum materials, a tagging program, student research projects, adopt-a-classroom program, and teacher travel seminars to Mexico.

22

JASON Project: Scientists Explore the World

Among a profession of people very likely to travel and work with colleagues abroad are scientists.

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It's very hard to take yourself too seriously when you look at the world from outer space.

—Thomas K. Mattingly II, American astronaut, 1936–, veteran of three space flights

Founded by Robert Ballard (discoverer of the wreck of the *Titanic*), the JASON Project is a year-round scientific expedition designed to excite and engage K–8 students in science and technology and to motivate and provide professional development for teachers. The JASON Project has been praised as the leader in distance-learning programs, has garnered impressive awards from scientists and educators, and continues to expand its reach by adding more components to the project experience.

The JASON Project components include scientific exploration, curriculum, online systems, teacher training, and live broadcasts. Many JASON projects have global themes and model international collaboration, and many allow students to have direct contact with researchers living or working abroad. Recent JASON projects have included

- Rainforests: A Wet and Wild Adventure
- Journey from the Center of the Earth: Iceland and Yellowstone

The project links with prestigious scientific centers across the United States and the world and involves classrooms in Australia, Bermuda, Canada, Germany, Laos, Mexico, the United Kingdom, and Peru.

In Wisconsin the JASON Project is based at the University of Wisconsin–Milwaukee, with large JASON network sites located at Lawrence University in Appleton, University of Wisconsin–Madison Sea Grant Institute, Cooperative Educational Service Agency (CESA) 10 at Chippewa Falls, and the University of Wisconsin–Milwaukee campus.

The program works with approximately 40,000 students in the state as it brings a multimedia standards-based approach in science to middle school children.

Contact

JASON Project—Wisconsin, UWM JASON Project Director, 161 W. Wisconsin Avenue, Suite 6000, University of Wisconsin–Milwaukee, Milwaukee, WI 53203, (414) 227–3365; E-mail: caroline@uwm.edu; Web site: http://www.uwm.edu/jason.

JASON Project—USA Headquarters, 2009 N. 14th Street, Suite 407, Arlington, VA 22201, (703) 276-2772; fax, (703) 528-5058; E-mail: pr@jason.org; Web site: http://www.jasonproject.org.

23

Culture of Two Rivers: Service Learning[1] in Sauk City

This very interesting project bridges the artificial lines often drawn between multicultural and international education, shows how service learning is used as part of the curriculum, and provides a strong example of getting students to begin to comprehend "What is culture?"

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[1] Service learning is different from community service in that it is learning that becomes a part of the curriculum. Its definition also requires that students have a part in the project's design and that its integration into the curriculum include a reflection component. See definition of *service learning* in the glossary in appendix I, "Defining International Education." For other service learning project descriptions, see the Department of Public Instruction's Web page on service learning, http://www.dpi.state.wi.us/dpi.dltcl/bbfcsp/.

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The project was designed to foster multicultural understanding between students, to develop critical thinking and reading skills, and to enhance classroom sharing and learning by helping students compare and contrast characteristics of their own culture along the Wisconsin River with that of students new to the area who had lived along the Rio Grande in Mexico. Eighth-grade students with poor reading skills were offered the opportunity to work with elementary-level ESL (English as a second language) students to develop books around themes that were important to both groups, such as family, friends, community, school, and the river that had become a part of their lives. The books were designed to be used by current and future Mexican immigrant students and their teachers to engage students in discussions of cultural similarities. This collaborative project between Sauk Prairie Middle School and Spruce Street Elementary School was chosen because immigrant students new to the district expressed a need for resources to help them share their life experiences with classmates.

Students interviewed adults and younger bilingual students to determine what information to include in the books and discussed the reading problems both older and younger students were having. Students reflected on their individual and group strategies for addressing their own learning difficulties every day at school, wrote in their journals on this topic, and talked about it with the younger students. After the books were completed students reread their reflections to see their own growth over time. They also observed how the younger students used the books to evaluate the books' usefulness, themes, and quality.

Core curriculum teachers at the middle school provided academic reinforcement for the students involved in the project by holding study halls and informal meetings to allow students to work with one another. Elementary teachers as well as ESL and at-risk personnel worked with all of the students. Based on reading needs assessment results, students and teachers initiated a book club and discussions about current events in the news. Classroom guests came to speak about local and Mexican culture.

I am a human being: nothing human is alien to me.

—Terence, 186–159 B.C., Roman playwright

The project was originally designed to create one book, but ultimately students created five books, reflecting the themes just discussed. The biggest problem, according to at-risk teacher Barbara Krause, was finding the amount of time in a day that students wanted to spend on the project. Students were excited about creating books and spent many hours working on illustrations and text.

The result of the project was that the younger children saw their home culture presented, valued, and respected in their new classroom's curriculum.

United States–born students began to look beyond their own lives to the rich experiences of their immigrant peers and were empowered to contribute to their own and others' learning. Both groups of students crossed age, class, race, economic, and cultural boundaries to begin new friendships.

Contact

Barbara Krause, art teacher, Spruce Street Elementary School, 701 Spruce Street, Sauk City, WI 53583, (608) 643-1838. Report submitted to the Wisconsin Department of Public Instruction for CESA 5 1998–99 Reading/Immersion Service Learning minigrant.

24

School and Rotary Club Collaboration: School Supplies for East African Students

After hearing a presentation by a Rotary International East African Group Study Exchange team, students at Hudson's middle school were so impressed by the desire of children in East Africa to attend school that they wanted to know what they could do to help.

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This past year the Rotary Clubs in the Hudson area, active participants in the Group Study Exchange program, hosted a team of professionals from Uganda, Tanzania, and Kenya. During the visit the visitors spoke to the sixth-graders at Hudson Middle School. Their presentation included information about the history, culture, and geography of countries in East Africa and included a frank discussion of the profound educational problems in the area. Through slides, music, and languages the visit provided a wonderful addition to the sixth-grade social studies curriculum.

The sixth-graders were moved by the desire of their peers in Africa to receive an education, a part of their lives they had seldom questioned. With the support of the team's social studies teacher, Bobbi Sinnett, the students responded to the need for books and other school supplies by giving a portion of their weekly allowances to purchase educational materials in Tanga, Tanzania. Ms. Sinnett put a large container in the room, and she and the children watched it fill with nickels, dimes, and quarters. By the end of the year, it contained over $150. The two local Rotary Clubs matched the funds raised by the students, thus tripling what the students raised. Through the efforts of the team leader from Tanzania, Yakub Hasham, the Darajani Primary School in Tanga is now establishing a classroom connection with Hudson Middle School.

The program reminded school staff of the rich resources potentially right at their fingertips, if only links with community organizations were stronger. They asked the Rotary International Services chairpersons from each of the area clubs to meet with teachers to identify future collaborative projects. The efforts of Mr. Hasham and the visitors from East Africa provided impetus for an ongoing linkage between middle school students and citizens throughout the world through the Rotary Club's community service projects.

Contact

Bobbi Sinnett, Hudson Middle School, 1300 Carmichael Street, Hudson, WI 54016, (715) 386-4222; E-mail: sinnetrl@hudson.k12.wi.us

Group Study Exchanges of Rotary International as well as the address and contacts for the Rotary club in Wisconsin communities can be found by visiting the Rotary International Web site: http://www.rotary.org.

High School Examples

25

Studying Chinese: Preparing for the Twenty-First Century

With China home to 25 percent of the world's population and poised for a social, economic, and cultural explosion into the twenty-first century, one would suppose forward-thinking educators would be preparing students to meet and work with their Chinese counterparts. James Madison Memorial High School in Madison is one of a handful of schools in the state that offers Chinese as a foreign language. German and French teacher Claire Kotenbeutel plunged into Chinese study herself and within a few years was inspiring colleagues to provide multilevel middle school and high school Chinese language, arts, and social studies programs. It wasn't long before Chinese educators were coming through the school doors and the high school established formal ties abroad.

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Memorial High School now has a sister school relationship with Number 3 Middle School in Harbin, Heilongjiang Province, People's Republic of China. Called a middle school, Number 3 is in reality comparable to a top-notch U.S. high school. A northeastern province, Heilongjiang is one of Wisconsin's half-dozen official sister states. To date there have been four official visits by Chinese educator delegations to Madison. Thirteen Chinese teenagers accompanied the visiting educators and lived with host families from the high school. In turn, a student from Memorial High traveled to Harbin and attended school Number 3.

The program provided the impetus for six additional Memorial High students to spend six months to one year in Beijing through the School Year Abroad Program. The students lived with host families and attended school in Beijing. Another 50 students from Memorial studying Chinese language spent their spring break in Beijing with their language teachers, getting a close-up view of contemporary Chinese daily life and putting their nascent language skills to good use. The students traveled over the course of two study trips.

Upon entering college, many of the graduates from Memorial High School have continued their study of the Chinese language as well as Asian studies, international business, or international relations with a Chinese emphasis. They attribute their interest in these majors to the introduction to China and the Chinese language they received while attending Memorial High.

Contact

Information about this sister school program can be obtained by contacting Claire Kotenbeutel, 302 Oldfield Road, Madison, WI 53717, (608) 833-7400, or James Madison Memorial High School, 201 S. Gammon Road, Madison WI, (608) 829-4000.

26

Creating a World Community of Artists: Wales–Wisconsin Theater Exchange

After Welshman David Phoenix studied at the University of Wisconsin–Stout in 1987, he returned to Wales, became a liaison for the Welsh Arts Council, and was given a charge to establish theater exchanges for Welsh high schools. Two years later, David Phoenix returned to Wisconsin as a guest artist for a high school summer arts program. There he met theater teacher Vic Passante, and thus began a successful, ongoing exchange for drama students in Wisconsin and Wales.

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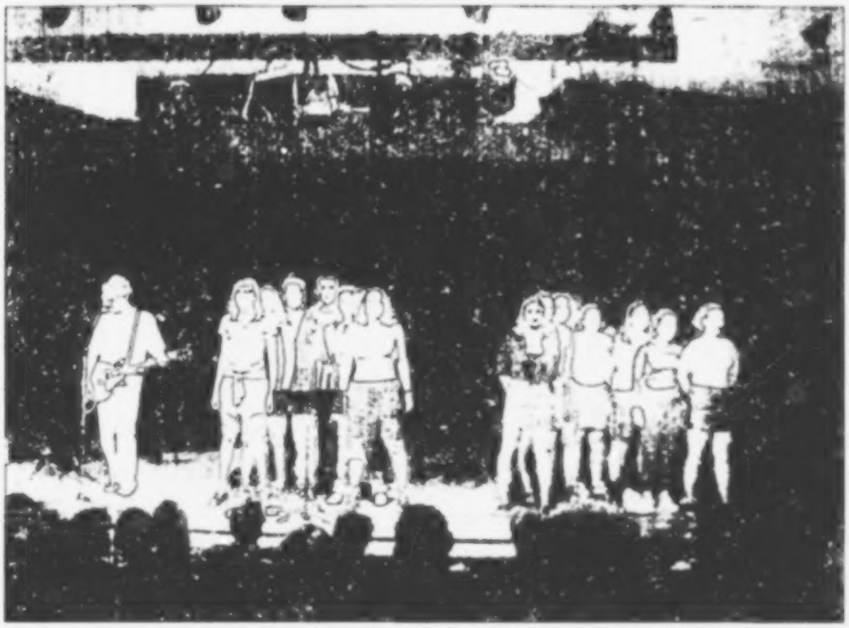
In the fall of 1989, Vic and his Oconomowoc High School theater students made their first two-week trip to their partner school, Ysgol Morgan Llwyd, a Welsh-language immersion school in Wrexham, Wales. The purpose? To bring an American play to another culture! The following year, students from the Ysgol Morgan Llwyd school traveled to the United States,



Welsh secondary school students perform at Oconomowoc High School. (Oconomowoc High School Drama Program)

bringing with them two plays to be performed during their two-week stay in Wisconsin. During the past 10 years, the theater exchange between the two schools has operated on a 3-year cycle, with the third year being a "no-travel year" for either school.

The program has become very popular, and typically 80 to 100 students vie for the 10 to 20 available "exchange positions." Rehearsals as well as fund-raising begin in the spring and continue throughout the following school year, to ensure that by the late-June trip students will have a successful production to share and adequate funds to enjoy a three-day tour of London and their stay in Wrexham. While in Wrexham, students stay with host families. This helps to keep costs down, but more importantly, it adds immeasurably to the cultural experience.

During the following year in Oconomowoc, the Welsh students also stay with host families; and as a result of Oconomowoc High School's successful fund-raising efforts, they are usually treated not only to area tours but also to cultural events, like a play.

Teacher Vic Passante says benefits of this exchange have been exciting and numerous. "Students have come to appreciate the differences between our two cultures and yet realize the many similarities. We have created a world community of artists, and it has been amazing to see the creative energy between the Welsh and U.S. students. As an example, our two schools coproduced a play during one of the exchanges combining the Welsh classic *Under Milkwood* with the American classic *Spoon River Anthology*."

The connection between our two communities has become very strong. For example in the homestays, a lawyer from Oconomowoc hosts a solicitor from Wales; restaurant owners from each country compare notes; and parents, including bankers, real estate agents, civic leaders, and travel agents, find one another and begin collaborating. As a result, the bond between Oconomowoc and Wrexham has been strengthened far beyond the bounds of a mere school exchange. "I now have many people willing to help with local tasks like setting up itineraries, fund-raising, and hosting receptions," says Passante.

Contact

Vic Passante, drama teacher and program director, Oconomowoc High School, 641 Forest Street, Oconomowoc, WI 53066, (262) 567-1500; E-mail: vic.passante@oasd.k12.wi.us

Schools interested in beginning a similar program with a school in Wales may communicate with David Phoenix c/o Mr. Passante.

27

Hmong History Project: Oral Interview Training

The D. C. Everest Hmong Oral History Project has continued for several years, capturing experiences of many central Wisconsin Hmong residents, including the daily trauma some endured to escape Laos; the time spent in refugee camps in Thailand; and the journey to, and settlement in, central Wisconsin. History curriculum in grades 8 and 11 gives students opportunities to make direct community links through oral interviews. Students trained for and conducted interviews in the same session.

___ School Restructuring
_X_ Global Content
___ World Languages
_X_ Ethnic Heritage
___ Teacher Abroad
___ Student Abroad
_X_ School Links
___ Collaborations
___ Service Learning
___ Global Technologies
___ Simulations
___ Curriculum Packages
___ Performances
_X_ In-Depth Study

The interviews are not necessarily a section of a larger unit of study, so the training program can include a background of the history and culture of the minority group being interviewed and the topic being explored, for instance, the Vietnam War. An instructor in sociology at the University of Wisconsin–Marathon County (UWMC) provided consultation and materials regarding oral history reviews. Teachers also developed a participant training manual with UWMC faculty and the Wausau Area Hmong Mutual Association.

Objectives: Students became familiar with the techniques, equipment, and processes of oral history interviewing. They developed research skills using oral history interviews and determined how to treat interviewees with respect.

Procedures: Teachers will need to decide whether the amount of class time will require preassigned reading from the resources available, including the guidelines on the Oral History Association's Web site, http://omega

.dickinson.edu/organizations/oha, or if the material can be taught during the training. Have students write or discuss a list of open-ended questions that allow the interviewee to give lengthy answers—for example, "What was it like when you crossed the Mekong River?" rather than "Was it hard to cross the Mekong River?"

Ask students to come up with phrases that will encourage interviewees to give the most complete and specifically detailed answers. Students should generate responses like, "Can you tell me more?" and "Can you give me an example of . . . ?"

Review the interview consent form with students. Determine ahead of time whether the students will be responsible for getting signatures, or if the interviewees will sign them ahead of time.

Allow enough practice time for student use of the equipment available (tape recorders, camcorders, film, or other) to familiarize themselves with the basic function of the machines. Include conducting simple sound and visual checks. This is an ideal time to go over a list of common terms, such as "yellow rain" or "Pathet Lao" to confirm their understanding of pronunciation and meaning.

If possible, invite a representative of the group being interviewed to offer examples to the class of the differences in cultural customs, including eye contact, loudness or tone of voice, amount of personal space, and other cultural behaviors related to the interview. Many Hmong students could provide this information as part of the class project.

Students should create a checklist of all the materials they will need: interview questions, tape or video recorder, extra batteries, extra tapes, interview consent form, paper and pencil.

When meeting the interviewee, students should introduce themselves and thank the person for his or her time. Remind students to place the recorder next to the interviewee and make sure it is running. Have students introduce themselves, the interviewee, and the topic to be related. As the interviewer collects background information, this time serves as a valuable warm-up for both persons.

After gathering background information, students should move into their open-ended questions, being careful to listen, encourage follow-up questions, and not cut off answers. If an interviewee digresses too much, students can always return to the topic by repeating or rephrasing a question, for example, "Let's return to your arrival in Wisconsin . . . "

During the interview, students should remain respectful and polite, and never disagree, argue, or judge the interviewee.

Interviews run between a half hour and an hour and a half. Students should thank the person at the end of the interview.

Immediately after the interview, have students label all tapes with the interviewee's name, their own names, and the date. Students should also complete notes about the interview itself and write a thank-you note to the person interviewed. Teachers should then collect all tapes, notes, and correspondence. Teachers should collect the signed consent forms with the tapes, and collect the student thank-you notes for mailing.

Oral Consent Form

This interview is being conducted as part of the D.C. Everest History Day Program, entitled "Wisconsin's Rich Immigrant History." The school has received grant monies in part to conduct oral histories of the Hmong people in the Wausau area. It is possible that this interview could

- become part of a Hmong Oral History booklet, which will be distributed to libraries, museums, and schools;
- be featured as part of a newspaper story;
- become part of a publicly accessible archive where the audio-tape is made available to the public.

You will be asked a number of questions about your own and your family's history, particularly regarding the journey from your homeland to central Wisconsin.

If you are willing to participate in this interview and have your interview used as described above, please sign and date the form below.

I have read the above and give my consent to participate in the project.

______________________________ ____________
(Signature) (Date)

Student Interviewer Name:

____

If you have any questions about this project, please contact:

____
(Name of teacher, school address, tel.)

Contact

Paul Aleckson, K–12 Social Studies Coordinator, D.C. Everest High School, 6500 Alderson Street, Schofield, WI 54476, (715) 359-6561; fax, (715) 355-7220. Bound copies of project interviews are available for a modest cost from the D.C. Everest Social Studies Department.

This article, written by Paul Aleckson of D. C. Everest High School in Schofield, Wisconsin, appeared in *Badger History Bulletin* 5, no. 1 (fall 1999), as a pullout lesson plan. Reprinted by permission. *Badger History Bulletin*, a publication of the Wisconsin State Historical Society, is available to schools, libraries, and individuals by request to Office of School Services, State Historical Society of Wisconsin, 816 State Street, Madison WI 53706, (608) 264-7679; Web site: www.shsw.wisc.edu.

28

Debating Controversial Issues in the Classroom

At the high school level, teachers have found a good series of social studies, global studies, environmental education, and history debate units put out by Brown University, entitled *Choices for the 21st Century*. The one-week units, consistently being added to, are grouped as Global Challenges (such as the role of the United States, immigration, environment, foreign aid), Areas in Transition (Middle East, Mexico, China), and Historical Turning Points (Hiroshima, Spanish-American War).

___ School Restructuring
_X_ Global Content
___ World Languages
___ Ethnic Heritage
___ Teacher Abroad
___ Student Abroad
___ School Links
___ Collaborations
___ Service Learning
___ Global Technologies
_X_ Simulations
___ Curriculum Packages
___ Performances
_X_ In-Depth Study

Students like the units because they challenge them to develop, deepen, and defend their own points of view. Teachers like them because they offer a good model for dealing with controversial issues in the classroom, offer a range of viewpoints, connect to other curriculum areas, and are kept updated by the Brown University staff as current events and world geography shift.

Each unit offers a range of four foreign policy scenarios, from which students choose a stance they think should be taken or implemented by the United States. They represent their opinions before and again after learning more about the topic in detail.

The units are reasonably priced, and sets are designed to be photocopied. The catalog describes some of the units as follows:

Global Problems

Environment/Global Environmental Problems: Implications for U.S. Policy invites students to weigh the significance of global environmental problems like global warming, ozone depletion, and population in the formulation of U.S. foreign policy.

Foreign Aid/Help, Handout or Hindrance: U.S. Support for the Developing World looks at issues surrounding the United States' relationship with poor countries. Students evaluate the effectiveness of foreign aid and trade benefits while debating the prospects for exporting American values of democracy, free enterprise, and human rights.

Building lives of security and dignity—and combating threats to peace—in an interdependent world requires the full participation of every citizen and every nation.

—Kofi Annan, United Nations Secretary-General

Areas in Transition

Shifting Sands: Balancing U.S. Interests in the Middle East draws students into the policy debate on one of the world's most volatile regions. The unit analyzes the Arab-Israeli conflict, the significance of oil, and the politicization of Islam.

Caught Between Two Worlds: Mexico at the Crossroads involves students in Mexico's wrenching economic and cultural transformation. The unit probes Mexico's complex identity from a Mexican perspective to bring students face-to-face with the difficult policy choices.

Historical Turning Points

Crisis, Conscience, and Choices: Weimar Germany and the Rise of Hitler confronts students with the troubling legacy of the triumph of Nazism in a carefully crafted democratic system. Students are challenged to apply lessons from the Weimar era to assess the future of democracy at home and abroad.

Limits of Power: The United States in Vietnam draws students into the key decision points marking U.S. involvement in the Vietnam War. Historical background and original documents re-create the assumptions shaping American foreign policy during the Vietnam War years.

Contact

Choices for the 21st Century Education Project, Watson Institute for International Studies, Brown University, Box 1948, Providence, RI 02912, (401) 863-3155; fax, (401) 863-1247 E-mail: choices@brown.edu

For detailed summaries of each unit and selected excerpts or to place an online order: http://www.choices.edu

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Taking a Stand on the World Stage: Project ICONS Develops Negotiation Skills

Over the past five years, Pulaski High School students have participated in Project ICONS (International Communication and Negotiation Simulations), a United Nations simulation project conducted by the University of Maryland. Pulaski students have represented the country of Chile as they negotiate with 24 student country teams from around the world. All E-mail correspondence, Internet research, and real-time Internet sessions have been held through Pulaski High School's computer network, via the Milwaukee Public School (MPS) Internet node.

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_X_ Global Content
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_X_ School Links
_X_ Collaborations
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_X_ Global Technologies
_X_ Simulations
_X_ Curriculum Packages
___ Performances
_X_ In-Depth Study

Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it's the only thing that ever has.

—Margaret Mead, 1901–1978, American anthropologist

Depending on the school in the United States, Project ICONS is done with at-risk middle school students, college-bound high school seniors, and regular students in grades 7–12.

The students in John Welk's high school citizenship classes conduct extensive research in the school's Library Media Center. The students research the Chilean position on these preestablished topics: international trade, arms control, international debt and development, global environment, human rights, and world health. In addition, students watch local and national news, CNN programs, and other Cable in the Classroom programming to increase their knowledge of international relations. Community-based speakers are brought in to present information on Chile and Latin America and a variety of videos from the United Nations and other sources enrich research efforts.

The students are required to research, write, and E-mail position papers on each international topic; to send and reply to E-mail messages addressed to Chile; to initiate E-mail discussions themselves; to compose and E-mail closing remarks; to keep a daily activity log; and to be present during all real-time electronic conferences. ICONS is a rigorous project with high expectations. At the onset, students claim the project is too demanding, but the project is actually structured so that all students can succeed.

Students achieve these goals through participation: they gain an understanding of current international issues; appreciate other cultures through deeper knowledge of history, geography, economics, and governmental policies; gain skills in working as a team, debating, and developing informed positions; improve research, word processing, and Internet communication skills; and become comfortable in use of the Internet via Pulaski/MPS node.

All of the students' research culminates in 10 real-time Internet conferences with the other country teams from around the world. The students feel they are experts on.their researched topics and are quickly able to point out that another team has not done adequate research. They relish being able to diplomatically correct points made by team members of other countries.

Students and staff alike have developed a high regard for Project ICON. Pulaski students have a great sense of accomplishment and feel that they have gained firsthand knowledge about world affairs through the use of technology. Mr. Welk is pleased because attendance is excellent, student grades increase to As and Bs, and students stay on task. After using the curriculum on a project basis for years, staff finally decided to offer ICONS as a full-semester course. This allows more time for research, speakers, videos, and community outreach. Library media specialists are gratified to see this type of enthusiasm for research conducted in the Library Media Center.

Contact

John Welk, Social Studies teacher, or Margaret Skare and Sandra Petricek, library media specialists, Pulaski High School, 2500 West Oklahoma Avenue, Milwaukee, WI 53215, (414) 902-8935; E-mail: skaremm@mail.milwaukee.k12.wi.us or petricsj@mail.milwaukee.k12.wi.us

For a detailed Project ICONS lesson plan, see the Milwaukee Public School Web site at http://www.milwaukee.k12.wi.us and click on "Curriculum Design Assistant (CDA)."

The University of Maryland's ICONS Web site has a sample simulation: http://www.icons.umd.edu/.

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Model United Nations

The annual Wisconsin High School Model United Nations, organized by the Institute of World Affairs at the University of Wisconsin–Milwaukee, provides a unique opportunity for participants to broaden their horizons through learning about the functions of the United Nations. It also enables students to obtain an understanding about the functions of diplomacy, debate, negotiation, and parliamentary procedures. In playing the roles of United Nations delegates, students develop in-depth knowledge of the geography, history, ethnic makeup, economy, and policies of the nations they represent. The year 2000 Wisconsin High School Model United Nations conference attracted 94 delegations (564 students) in addition to 36 faculty advisors.

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☒ Performances
☒ In-Depth Study

Six-person delegations represent member nations of the United Nations. Each faculty advisor may accompany from one to six delegations. Delegations may have as few as four representatives, but no more than six. Students begin preparation and background research upon receiving nation and subcommittee assignments. Real-world situations and policy positions are simulated.

A preparatory workshop is held each year to assist students in preparing for the two-day conference. During this workshop, conference activities will be previewed and students acquire an understanding about parliamentary procedures and learn how to write resolution papers.

Establishing a lasting peace is the work of education; all politics can do is keep us out of war.

—Maria Montessori, 1870–1952, Italian educator and physician

Contact

Model United Nations, Institute of World Affairs, University of Wisconsin–Milwaukee, PO Box 413, Milwaukee, WI 53201, (414) 229-4379; fax, (414) 229-6970; Web site: http://www.uwm.edu/Org//UN/MUN/index.html

31

Upstream, Downstream: Bridging the Ayuquila and Kickapoo Watersheds

The Ayuquila Kickapoo Association (AKA) is a collaboration of schools and community organizations working to establish a "sister watershed" connection between communities in the Ayuquila watershed of Jalisco, Mexico, and communities in the Kickapoo watershed in Wisconsin. The project builds on the fact that Jalisco, Mexico, is the sister state of Wisconsin.

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☐ Performances
☒ In-Depth Study

The AKA project includes the three southwestern Wisconsin rural school districts of Kickapoo, LaFarge, and Viroqua and involves the exchange of information via letters, E-mail, and publications with three schools in the Mexican state of Jalisco: Autlan, El Grullo, and Toliman. It is anticipated that more schools will be involved as the project expands.

The purpose of the AKA Project is to use the two watershed areas to foster cultural awareness and to build friendships through a discussion of these common environmental issues. Teachers also want to develop interdisciplinary resource centers in each of the Wisconsin schools involved. Materials will be available to all levels and subject areas. Through a published magazine, Wisconsin students have researched the geography, history, and ecology of the Kickapoo watershed and made the information available to the students in Jalisco. They hope soon to establish Internet communication with the Jalisco schools to facilitate information exchange.

In summer 1999 the first delegation from Wisconsin, four Kickapoo High School students, Spanish teachers from Kickapoo and Viroqua high schools, and other community members, traveled to Jalisco.

The group was able to see the Ayuquila watershed, visit towns in the area, and participate in a service project for the University of Guadalajara that involved making signs to mark boundaries of the Sierra de Manantlan Biosphere Reserve.

Students stated that the benefit of the exchange was strengthening their understanding of the Mexican culture and their commitment to learning the Spanish language, and deepening their belief that culture, environment, and language come alive when based in a specific place.

Contact

Greg and Sylvia Attleson, Ayuquila Kickapoo Association and Viroqua Area Schools, 701 Education Ave., Viroqua, WI 54665, (608) 637-1186. E-mail: attleson@mwt.net

32

Amistad, Argentina: Using E-Mail to Change Communities

This project illustrates how it takes only two dedicated, visionary individuals, one on each continent, to formulate a project and bring it to reality.

___ School Restructuring
X Global Content
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___ Service Learning
X Global Technologies
___ Simulations
___ Curriculum Packages
___ Performances
X In-Depth Study

What began as an international E-mail project in the Spanish-language classroom of high school teacher Jane Thompson at Janesville's Parker High School, branched into a project involving foreign language instruction, dialogue between high schools and university-level faculty, and a Governor's Award that provided travel funding.

Contacts between Parker High School students and Liceo Aeronáutico Militar in Funes, Sante Fe, Argentina, and Colegio San Ramón in Rosario, Argentina, began in 1996, with dual-exchange teacher visits. The professional contacts and enthusiasm expanded as teachers looked for ways to connect their students.

"I'm not technically inclined," says Thompson. "I couldn't have done this without the students, who feel very comfortable with computers, and with the technical staff at our school, who showed me how to set up a Web page and made sure we had the technical support to link via E-mail."

On the Argentinean side, a single university professor of computer technology, Daniel Lucero, worked to distribute E-mail messages from Thompson's students to his own students as well as to schools at the secondary level. He made his computer labs, usually not accessible to high school students, a place where students and teachers were welcome. A Peruvian teacher helped connect Thompson with an educational software company in Lima, Peru, for enrichment resources.

For E-mail messages, with Wisconsin students writing in Spanish and Argentinean students responding in Spanish and English, Thompson chose themes such as daily routines, class schedules, school subjects, mealtimes, foods, weekend activities, and family life. In her own classes, she then used the raw data from the correspondence to develop cultural contrasts and similarities. Wisconsin students developed scrapbooks, then their own Web pages, including reflections about life goals. Video exchanges and real-time online communication quickly closed the geographical distance between Janesville and Rosario.

The project was lauded by a Governor's Award created by the Janesville Education Foundation in response to a statewide task force that recommended business–school partnerships of a global nature. The results included significant publicity and the travel of Wisconsin students and teachers to Argentina and their Argentine counterparts to Wisconsin.

Contact

Jane Thompson, Spanish teacher, Parker High School, 3125 Mineral Point Avenue, Janesville, WI 53545-3299, (608) 743-5605; fax, (608) 743-5550; E-mail: inter_amigos@yahoo.com; Web site: http://www.inwave.com/schools/Parker

33

FFA Exchange Highlights Growth of Global Agriculture

The explosion of global markets, agriculture research, and worldwide changes in farming inspired a partnership between Wisconsin's and Puerto Rico's FFA programs and the Wisconsin FFA Foundation.[2] The goal of the project, created in 1999, is to increase the awareness of and the participation in international development issues by creating a student and teacher exchange.

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_X_ Collaborations
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___ Simulations
___ Curriculum Packages
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_X_ In-Depth Study

In creating the exchange, the Wisconsin Association of FFA notes:

> Puerto Rico and Wisconsin have parallel structures for agricultural education and FFA since both are part of the U.S. Department of Education and the National Association of FFA.
>
> Students will learn of career opportunities available through Wisconsin businesses operating in Puerto Rico.
>
> The agricultural crops, practices, climate, and culture differ drastically in Wisconsin and Puerto Rico, enlarging student comprehension of global agricultural practices and systems. Spanish is spoken in Puerto Rico. FFA student members, upon their return, will better understand the importance of a second language.
>
> English is widely used by many Puerto Rican residents, thereby facilitating communication and giving Puerto Rican students opportunities to practice their English.
>
> U.S. currency is used in Puerto Rico and passports are not required.
>
> (Wisconsin Department of Public Instruction, 2001)[3]

Studies in employment opportunities for college graduates continue to assert that graduates who wish to go into food and agricultural sciences need to have language skills and study-abroad experiences in order to know how to respond to diverse consumer needs, and preferences in different cultures.

To begin the program, a fact-finding delegation of agriculture education high school teachers visited Puerto Rico in summer 1999 to meet with their counterparts. Together they identified educational issues, met with Puerto Rico's secretaries of education and agriculture, visited agricultural and educational agencies and agribusinesses, and lived with host families in rural settings.

The following year, the Puerto Rican teachers attended the Wisconsin Association of Vocational Agricultural Instructors Summer Conference held in Madison and visited with the State Superintendent of Public Instruction and Wisconsin's Secretary of Agriculture. The teacher group toured biotech firms and universities and stayed in the homes of agriculture teachers.

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[2] Formerly, FFA was an acronym for Future Farmers of America. As agriculture expanded to include more business and technological areas and student members included those in urban areas, the organization today refers to itself simply as FFA.

[3] Wisconsin Department of Public Instruction, 2001. Program description for FFA Exchange to Puerto Rico, p. 1.

The cost of the exchange is approximately one-third that of other exchange programs offered through the International Department at the FFA Center.

Contact

Agricultural Education Consultants, Wisconsin Department of Public Instruction, PO Box 7841, Madison, WI 53707-7841

Dean P. Gagnon, (608) 267-9255, E-mail: dean.gagnon@dpi.state.wi.us
Sharon W. Wendt, (608) 266-2207, E-mail: sharon.wendt@dpi.state.wi.us

Resources for International Education

7

In choosing resources for the guide, the task force relied heavily on favorite resources of Wisconsin teachers as well as Web sites that open numerous doors. European resources, emphasized heavily in many educational materials, are less well represented here, given educators' greater familiarity with and accessibility to them. Regrettably, there was not space for many invaluable resources. The authors apologize for omissions and errors, and acknowledge the fast-paced, ever-changing nature of global studies and electronic technologies that make materials out dated almost as soon as they are produced.

Resources are organized alphabetically under the following topics:

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18. Teacher Workshops, Domestic 298
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22. A short annotated bibliography is included on p. 315.

Youths look at the future, the elderly at the past; our ancestors live in the present.

—Nilotic proverb, Kenya

Africa

Africa Focus

Web site: http://africafocus.library.wisc.edu

The University of Wisconsin–Madison Libraries maintain this on-line collection. It contains more than 3,000 slides, 500 photographs, and 50 hours of sound from 45 different countries in a searchable database.

Africa News Online: Gateway to a Continent

Web site: http://www.africanews.org

Site established by Africa News Service, a nonprofit U.S. organization that distributes reports from African newspapers, magazines, and news agencies. Information is organized chronologically and thematically. One can search by regions and countries, topics, and news agencies or go to the Resource Pages for background documents, Internet links, and archives.

Africa Online

Web site: http://www.africaonline.com

Africa Online offers current information on news and weather as well as an introduction to various aspects of African life, including women's issues, music, and education.

Africa Policy Information Center

Web site: http://www.africapolicy.org/

The Africa Policy Information Center provides accessible information and analysis in order to promote U.S. and international policies toward Africa that advance economic, political, and social justice and the full spectrum of human rights. This site is a great place to go for news and analysis regarding the situation in Africa.

Africa Resource Center

Web site: http://www.africaresource.com/

Africa Resource Center is a gateway to an entire continent of information. Includes hard-to-find E-journals like *Jenda: A Journal of Culture and African Women Studies;* search engines for news; articles written by African scholars; databases including clickable fact sheets on all 52 countries; and an impressive visual and auditory gallery of art, fashion, poetry, and interviews.

African Studies World Wide Web

Web site: http://www.sas.upenn.edu/African_Studies/AS.html

This site has many links, including the African Studies Association; East African Resources; Feeds from Africa; K–12 Africa; (providing lesson plans and E-mail addresses of teachers and students in Africa); Books on Africa; and detailed country-specific information, from flags, languages, and maps to U.S. State Department travel advisories.

Asia

Asia Society Education Center

Web site: http://www.asiasociety.org/education/education1.html

The Asia Society Web site offers a wealth of information and resources for teaching about Asia, including multimedia resources for teachers, TeachAsia grants, and links to hundreds of resources related to Asian studies. This is an excellent starting point.

Asia Source

Web site: http://www.asiasource.org

Asia Source is a extensive Web site developed by the Asia Society. It features links to a wide range of information about Asia, from current events to history and culture.

Asian American Books

Asian American Curriculum Project (AACP), 234 Main Street, PO Box 1587, San Mateo, CA 94401, (800) 874-2242 or (415) 343-9408; fax (415) 343-5711; Website: http://www.asianamericanbooks.com

This catalogue is filled with informative book, video, and curriculum descriptions, annotated by dedicated reviewers, about Asian Americans as well as Cambodians, Chinese, Filipinos, Hmong, Iu Mien, Koreans, Laotians, Samoans, Vietnamese, and other people of Asia.

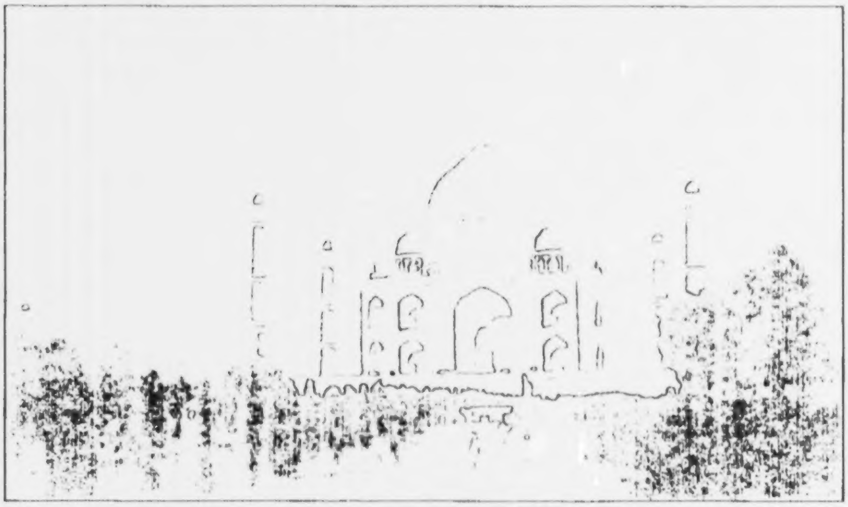
Ask Asia

Web site: http://www.askasia.org

The Ask Asia Web site provides access to high-quality, classroom-tested resources and cultural information; engaging games and activities; and

We can never obtain peace in the outer world until we make peace with ourselves.

—His Holiness the XIV Dalai Lama, Tibetan Buddhist Monk



The Taj Mahal, known as the jewel of Muslim art in India, attracts thousands of visitors each year. (Peace Corps Gallery)

links to other relevant people, places, and institutions with Asian teaching resources. This is a good place to start for general Asian studies resources.

World Wide Web Virtual Library of Asian Studies

Web site: http://coombs.anu.edu.au/WWWVL-AsianStudies.html

This is one of the most comprehensive resources for Asian Studies information. Information is organized by region, country, or theme. The search engine finds specific information related to Asia and Asian life.

You can't take sides when you know the earth is round.

—Patricia Sun, counselor and natural healer

Country Indices

CIA World Fact Book

Web site: http://www.odci.gov/cia/publications/factbook/index.html

The CIA World Fact Book provides information, maps, and statistics for every country in the world in terms of their economy, transportation networks, government, people, and geography.

Culturalgrams

Brigham Young University, David M. Kennedy Center for International Studies, PO Box 24538, Provo, UT 84602-4538, (800) 528-6279; Web site: http://www.culturgram.com

A "culturalgram" is a four-page briefing designed specifically to introduce readers to the daily customs and lifestyles as well as the political and economic structure of a nation. See the Web site for description, samples, and ordering information.

InfoNation

Web site: http://www.un.org/Pubs/CyberSchoolBus/infonation/e_infonation .htm

Sponsored by the United Nations CyberSchoolBus, InfoNation is an easy-to-use, two-step database that allows you to view and compare the most up-to-date statistical data for the member states of the United Nations. Statistics from seven different countries can be compared at a time.

Oneworld.org

Web site: http://www.oneworld.org

Oneworld provides country-specific news information for all regions of the world. Information can be searched by country, today's headlines, theme, or weekly news.

Environment and Science

Center for Global Environmental Education

Web site: http://cgee.hamline.edu

The Center for Global Environmental Education specializes in combining environmental education with cutting-edge distance learning technology while integrating hands-on learning to build community among students and teachers worldwide.

Center for Improved Engineering and Science Education (CIESE)

Stevens Institute of Technology, New Jersey; Web site:
http://njnie.dl.stevens-tech.edu/currichome.html

Focusing on the use of real-time data and global telecollaborative projects, this site allows students to take part in authentic science investigations in which they perform experiments, collect and record real data, make predictions, and function as real scientists. Through E-mail and other Web-based forums, they are able to communicate and collaborate with students and scientists around the world.

Environmental Education Link (EE Link)

Web site: http://eelink.net/

EE Link develops and organizes Internet resources to support, enhance, and extend effective environmental education in grades K–12. This site is a great resource for on-line information.

I do not see a delegation for the four-footed. I see no seat for the eagles. We forget and we consider ourselves superior. But we are after all a mere part of the Creation. And we must consider to understand where we are. And we stand somewhere between the mountain and the ant. Somewhere and only there as part and parcel of the Creation.

—Oren Lyons, Onondaga, Reader, from an address to the Non-Governmental Organizations of the United Nations, Geneva, Switzerland, 1977

Global Learning and Observation to Benefit the Environment (GLOBE)

Web site: http://www.globe.gov

GLOBE is a hands-on program that joins students, educators, and scientists from around the world in studying the global environment. Students collect and monitor data and report it to students in other countries.

Green Teacher—Education for Planet Earth

U.S. address: PO Box 452, Niagara Falls, NY 14304; main office: 95 Robert St., Toronto, ON M5S 2K5, Canada, (416) 960-1244; fax, (416) 925-3474; Web site: http://www.greenteacher.com

Green Teacher is a magazine for teachers at all levels, parents, and anyone interested in global and environmental education. Articles provide information and ideas for a variety of global topics with an emphasis on planet earth. It is published quarterly and also contains reviews of resources in environmental and global education.

The World Wide Web Virtual Library: Environment

Web site: http://earthsystems.org/Environment.shtml

This Web site is an award-winning, searchable index of more than 1,000 environmental resources arranged alphabetically and by category.

See also Chapter 4, Environmental Education Sources for Activities listed in Table 4.8, for additional K–12 resources.

Human Rights

Amnesty International (AI)

Web site: http://www.amnesty.org/

Amnesty International consistently provides valuable information about human rights around the world. Visit the AI Library for information about human rights in specific countries or regions, learn more about current Amnesty International campaigns, order a calendar, or read a copy of the most recent AI annual report.

Human Rights Resource Center

229 19th Ave. South, Suite 439, Minneapolis, MN 55455, (888) HRE-DUC8; fax, (612) 624-2011; E-mail: hrusa@tc.umn.edu; Web site: http://www.hrusa.org

This is the official site of the University of Minnesota Human Rights Resource Center. It features an excellent collection of resources related to human rights and human rights education. A curriculum for teaching human rights is available, and classroom teachers are invited to critique activities.

Our lives begin to end the day we become silent about the things that matter.

—Dr. Martin Luther King Jr., 1929–1968, Civil Rights Leader and Nobel Peace Prize winner

Human Rights Watch (HRW)

Web site: http://www.hrw.org

Human Rights Watch is one of the most comprehensive resources for human rights information on the web. The HRW Web site features in-depth information about human rights issues and abuses worldwide and is an initial source to search for info about human rights.

United Nations Children's Fund (UNICEF)

Web site: http://www.unicef.org

UNICEF works to better the conditions of children worldwide. Information on this site can be found on topics ranging from the threat of land mines to children to the problem of child labor. It also has a built-in search engine.

United Nations High Commissioner for Human Rights (UNHCHR)

Web site: http://www.unhchr.ch/

According to Mary Robinson, United Nations High Commissioner for Human Rights, "Today's human rights violations are the causes of tomorrow's conflicts." The UNHCHR Web site provides current information concerning human rights issues, including the International Criminal Court, the Universal Declaration of Human Rights, and human rights education. The search engine seeks information about specific topics and issues.

Indigenous Cultures

American Indians

Website: http://www.hanksville.org/NAresources

This site leads to hundreds of Web pages for Native American culture, education, history, language, health, art, museums, genealogy, legal documents, books, nonprofit organizations, activist organizations, music, Indian nations, videos, bibliographies, and related Web-based virtual libraries.

The Center for World Indigenous Studies (CWIS)

Web site: http://www.cwis.org

CWIS is an independent nonprofit research and education organization dedicated to wider understanding and appreciation of the ideas and knowledge of indigenous peoples and the social, economic, and political realities of indigenous nations.

Cultural Survival

Web site: http://www.cs.org

Cultural Survival, founded in 1972, is a recognized leader in educational and communication forums that advocate the rights, voice, and vision of indigenous peoples. It believes that indigenous peoples should be able to determine their own futures on their own lands. Through its Web site and publications, student conferences, and educational outreach, it draws attention to the issues confronting indigenous peoples and promotes the cause of self-determination.

> ***Will you ever begin to understand the meaning of the soil beneath your very feet? From a grain of sand to a great mountain, all is sacred. Yesterday and tomorrow exist eternally upon this continent. We natives are the guardians of this sacred place.***
>
> —Peter Blue Cloud (Aroniawenrate), Mohawk

Interdisciplinary Global Curriculum

American Forum for Global Education

120 Wall St., Suite 2600, New York, NY 10005, (212) 937-9092; fax, (212) 937-9091; E-mail: globed120@aol.com; Web site: http://www.globaled.org

The American Forum for Global Education features an extensive collection of global studies links and resources. They sponsor a large variety of programs for teachers and students intended to enhance global education at all levels.

Center for Teaching International Studies

Denver University Graduate School of International Studies, 2201 South Gaylord St., Denver, CO 80208, (303) 871-3106; fax, (303) 871-2456; Web site: http://www.du .edu/gsis/outreach

The Center for Teaching International Studies sells instructional materials for K–12 classrooms, developed by teachers for teachers. The activities, assessments, and curricula combine creative learning techniques with current academic research. A network and annual conference attract leading international educators.

Choices for the 21st Century Education Project

(See model program in Chapter 6, "Debating Controversial Subjects in the Classroom")

Watson Institute for International Studies, Brown University, Box 1948, Providence, RI 02912, (401) 863-3155; fax, (401) 863-1247; E-mail: choices@brown.edu; Web site: http://www.choices.edu

The Choices for the 21st Century Education Project provides excellent curriculum units to help students think constructively about foreign policy issues, to improve participatory citizenship skills, and to encourage public judgment on policy priorities. The Choices units are ambitious, engaging units for middle and high school students and provide a superb model for how controversial issues can be dealt with in the classroom.

Facing History and Ourselves

Chicago Regional Office, 222 N. LaSalle Street, Suite 1414, Chicago, IL 60601; (312) 726-4500; fax (312) 726-3713; national office (617) 232-1595. Web site: http://www.facing.org/facing/fhaoz.nsf

This is a national educational organization, which serves the Midwest through its Chicago office, whose mission is to engage students of diverse backgrounds in an examination of racism, prejudice, and anti-Semitism. It promotes the development of a more humane and informed citizenry. By studying the historical development and lesson of collective violence such as the Holocaust, students make the essential connection between history and the moral choices they confront in their own lives. Programs are geared to all levels of K–12 students. Educators who attend workshops have free access to an audiovisual lending library.

Global Source Education

PO Box 80094, Seattle, WA 98103, (206) 781-8060; fax, (206) 706-6204; E-mail: info@GlobalSourceNetwork.org; Web site: http://www.GlobalSourceNetwork.org/

Global Source is a nonprofit independent education outreach organization whose mission is to provide professional development, curriculum, and educational support materials to make global studies more accessible and meaningful to K–12 educators and students. Human rights, cultural survival, international conflicts, globalization, and sustainability are topics used to develop students' independent study skills, media literacy, critical thinking, social responsibility, and global citizenship. Sample projects include the Tibet Education Network, Trade and Human Rights, and Burma Project. An "educationally friendly" catalogue includes display materials, software, music, and multimedia starter libraries.

Stanford Program on International and Cross-Cultural Education (SPICE)

Stanford University, Encina Hall East, Ground Floor, Stanford, CA 94305-6055, (650) 723-1114, (800) 578-1114; fax, (650) 723-6784; E-mail: spice.sales@forsythe.stanford.edu; Web site: http://spice.stanford.edu

Since 1976, SPICE has supported efforts to internationalize elementary and secondary school curricula by linking research and teaching at Stanford University to schools through the production of high-quality curriculum materials. SPICE has produced over 100 supplementary curriculum units on Africa, Asia and the Pacific, Europe, Latin America, the global environment, and international political economy.

Teacher's Guide to International Collaboration on the Internet

Web site: http://www.edu.gov/Technology/guide/international

The movers and shakers among educators collaborate across borders, linking their classrooms with imaginative projects. A wonderful collection

> ***You have noticed that everything an Indian does is in a circle, and that is because the Power of the World always works in circles, and everything tries to be round.... The Sky is round, and I have heard that the earth is round like a ball, and so are all the stars. The wind, in its greatest power, whirls. Birds make their nest in circles, for theirs is the same religion as ours.... Even the seasons form a great circle in their changing, and always come back again to where they were. The life of a man is a circle from childhood to childhood, and so it is in everything where power moves.***
>
> —Black Elk, 1863–1950, Oglala Sioux holy man

of past and current projects, as well as dynamic resources, have been collected on this excellent, inspiring, and easy-to-negotiate Web site. Projects are organized by subject area: graphic arts and music; language arts and writing; science/math/environment; and social studies. All grade levels, including postsecondary, are included. There are good tips for starting a new project and for making collaboration successful.

International Development

International Development Resource Guide

Web site: http://www.uwm.edu/Dept/CIS/development/index.html

This Web site opens doors to an invaluable list of teachers' resources for international development. It was developed by staff and teachers participating in University of Wisconsin–Milwaukee's Global Studies Summer Institute in 1999, "In the Shadow of the First World." It leads to such sites as:

One World

Web site: http://oneworld.net

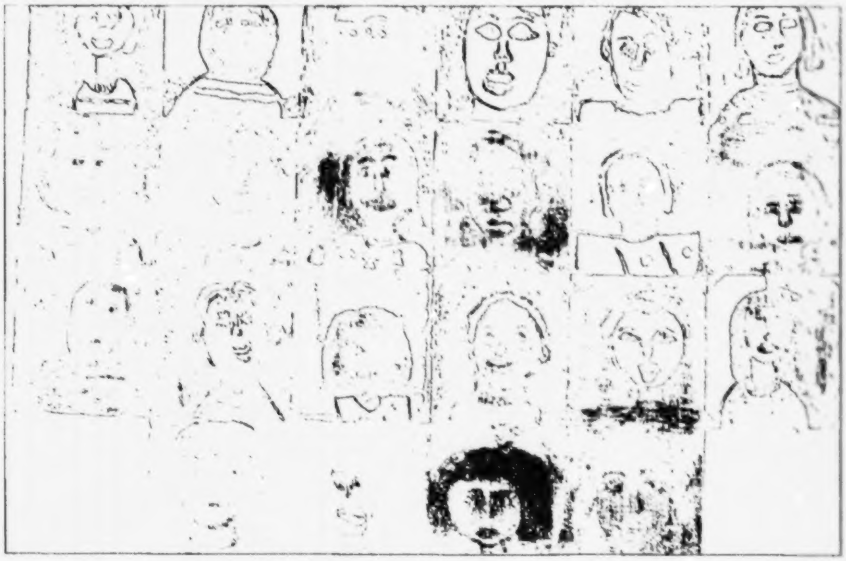
This site features global work by eight centers and features news and special reports from globally diverse perspectives.

United Nations Development Programme (UNDP)

Web site: http://www.undp.org

The UNDP fosters sustainable human development projects throughout the world.

> ***God grant that not only the love of liberty but a thorough knowledge of the rights of man may pervade all the nations of the earth, so that a philosopher may set his foot anywhere on its surface and say, "This is my country."***
>
> —Benjamin Franklin, 1706–1790, letter to David Hartley, December 4, 1789



Wisconsin's schools, like those across the U.S., increasingly reflect the diversity of the world's populations. (Nancy Pauler, photo of children's art, Madison, Wisconsin)

The World Bank Group: A World Free of Poverty

Web site: http://www.worldbank.org

Its World Links for Development provides Internet connectivity to teachers, teacher trainers, and students in developing countries for collaborative learning.

Latin America and the Caribbean

Latin American Network Information Center (LANIC)

Web site: http://lanic.utexas.edu

The objective of LANIC is to provide Latin American users with access to academic databases and information services throughout the Internet world and to provide Latin Americanists around the world with access to information on and from Latin America. Perhaps the most comprehensive Internet site to be found on Latin America.

LatinWorld

Web site: http://www.latinworld.com

This site, presented in both Spanish and English, features a general directory of Internet resources on Latin America and the Caribbean. Readers can browse by region or use the search engine to find information.

> ***To be Maya carries an enormous responsibility and that is not easy to accept in a world where to be Maya implies being someone who is excluded from the developmental process of this country.***
>
> *—Wu'gu Ajpub' (Kaqchikel Maya name), Arnulfo Simón Sucuc, bilingual educator, Guatemala*

Resource Center of the Americas

317 Seventeenth Ave. SE, Minneapolis, MN 55414-2077, (800) 452-8382; fax, (612) 627-9450; Web site: http://www.americas.org

This is an especially valuable resource not only because of its accessibility in a neighbor state but also because of its remarkable high-quality selection of materials from a hard-to-get perspective on Mexico, Central America, South America, and the Caribbean. The center is dedicated to educating, informing, and organizing for human rights, democracy, and justice in the Americas. Browsing its catalogue doesn't quite prepare one for the excellent on-site bookstore and 8,000-volume library complete with coffee shop, immigration workshops, teacher seminars, fair-trade crafts, photo exhibitions, and adult-education activities. *Connection to the Americas* is its monthly magazine for members.

Resources for Teaching about the Americas (RETAnet)

Web site: http://ladb.unm.edu/www/retanet

RETAnet is an outreach project of the Latin America Data Base (LADB), a part of the Latin American Institute at the University of New Mexico. RETAnet works with secondary teachers, educational specialists, and scholars to make accessible resources and curriculum materials about Latin America, the Spanish Caribbean, and the U.S. Southwest.

Maps, Calendars, and Atlases

Amnesty International Calendar

Amnesty International USA, 322 Eighth Ave., New York, NY 10001, 1-(800)-AMNESTY; Web site: http://www.amnestyusa.org

This nongovernmental organization characteristically chooses breathtaking photos of people in some of the world's most troubled regions or situations, both to affirm the value and beauty of life and to remind teachers and students of its fragility. Teachers save photos for many curriculum uses, such as writing projects, global issues discussions, and visual design classes.

Atlapedia Online

Web site: http://www.atlapedia.com/index.html

Atlapedia Online contains full-color physical and political maps as well as key facts and statistics on countries of the world.

CIA World Factbook

Web site: http://www.odci.gov/cia/publications/factbook/index.html

The CIA World Factbook provides information, maps, and statistics for every country in the world in terms of their economy, transportation networks, government, people, and geography.

International Calendar

RPCVs of Wisconsin/Madison, 2714 Oakridge Ave., Madison, WI 53704-5749; (800) 457-0000; Web site: http://www.rpcv.com/default.html

This excellent and inspiring calendar originated with the Returned Peace Corps Volunteers of Wisconsin. It features 13 full-color photos and engaging information from past and present Peace Corps service countries. Each day has not one but several global connections, and the calendar's borders and language phrases are well researched. Proceeds are contributed to projects in numerous countries. K-12 educators find many uses for saved and laminated calendar pages.

National Geographic Online

Web site: http://www.nationalgeographic.com/maps/

National Geographic Online features an extensive interactive map collection. Users can choose a location in the world and this site will create a dynamic, interactive digital map of it. The site has many other sites for students and teachers, including a view of ongoing and past expeditions, at http://www.nationalgeographic.com/xpeditions/main.html.

The World Calendar and The Ethnic Cultures of America Calendar

Educational Extension Systems, PO Box 472, Waynesboro, PA 17268; (717) 762-2633; (800) 447-8561; fax (717) 762-2259

The World Calendar is an illustrated collection of religious, civil and international holidays, cultural festivals, historical celebrations, and birthdays. It explains how various calendars are calculated, and lists metric conversion factors, international currency, and international road signs. The Ethnic Cultures of America Calendar is similar, but focuses on ethnic groups within the U.S. E-mail: eduextsys@supernet.com.

> ***When someone with the authority of a teacher, say, describes the world and you are not in it, there is a moment of psychic disequilibrium, as if you looked into a mirror and saw nothing. Yet you know you exist and others like you, that this is a game with mirrors. It takes some strength of soul—and not just individual strength, but collective understanding—to resist this void, this nonbeing, into which are thrust, and to stand up, demanding to be seen and heard.***
>
> —Adrienne Rich, American poet

Media and News

AJR Newslink

Web site: http://ajr.newslink.org

The *American Journalism Review* hosts this portal site that offers links to on-line versions of newspapers from countries around the world. Click on "newspapers" in the upper left-hand corner and follow the links to the continent and country that interests you.

Educational Resources Information Center (ERIC)

Web site: http://ericir.syr.edu

ERIC is a federally-funded national information system that provides, through its 16 subject-specific clearinghouses, associated adjunct clearinghouses, and support components, a variety of services and products on a broad range of education-related issues.

Educational Resources Information Clearinghouse for Social Studies/Social Science Education

ERIC/ChESS, Indiana University, 2805 E. Tenth St., Suite 120, Bloomington, IN 47408-2698; Web site: www.indiana.edu/~ssdc/eric_chess.htm

Invaluable ERIC search pages can be used to access an immense database of publications. Abstracts of articles and information about how to order materials are available by searching with key words (international, global, middle school, author names, titles, etc.).

Although the world is full of suffering, it is also full of the overcoming of it.

—Helen Keller, 1880–1968, American humanitarian

InfoManage.com

Web site: http://www.infomanage.com

This Web site consists of a huge compendium of links to information about countries, regions, and global issues, including outstanding links to world news sources.

New York Times

Web site: http://www.nytimes.com

The *New York Times* consistently offers well-balanced coverage of international stories. The Web site also offers a number of different tools and resources for teachers.

Middle East

Arab Net

Web site: http://www.arab.net

Arab Net provides links and resources related to the Arab world in the Middle East and North Africa.

Arab World and Islamic Resources and School Services (AWAIR)

2137 Rose St., Suite 4, Berkeley, CA 94709, (510) 704-0517, E-mail: awair@igc.apc.org; Web site: http://www.telegraphare.com/gui/awairproductinfo.html

AWAIR produces a superb catalogue, listing well-annotated children's books, posters, classroom realia, and videos. The catalogue is divided into elementary, middle school, and high school sections. AWAIR staff does workshops throughout the United States and offers funding for some of them.

The Struggle for Peace

Web site: http://www.cnn.com/SPECIALS/2001/mideast/

This site, developed by CNN, hosts information about conflict and peace in the Middle East. The site is divided into three different parts: issues, resources and history, and culture. It serves as another good source of up-to-date information on the situation in the Middle East.

WWW Virtual Library: Middle East

Web site: http://www.columbia.edu/cu/libraries/indiv/area/MiddleEast

The WWW Virtual Library on the Middle East is an excellent resource for teachers and students. This excellent site offers bibliographic resources, a search engine, country-specific and regional information, a subject guide to the Middle East, information about religion, and links to on-line journals and newspapers.

Peace and Conflict

The Carter Center

Web site: http://www.cartercenter.org

The Carter Center in Atlanta, Georgia, is a nonprofit, nonpartisan public policy institute founded by former U.S. President Jimmy Carter in 1982. The center is dedicated to fighting, among other things, conflict and discrimination through collaborative initiatives in the areas of democratization and development, global health, and urban revitalization. Check out their extensive collection of links and resources.

> ***The difference [between the East and the West] is part of the law of opposites which keeps our world balanced and right, and something in it goes wrong anytime we meddle with that law by expecting those on the other side of the globe to walk or live or think generally in the way we do.***
>
> —Ba Maw, Burmese revolutionary leader and politician

Conflict Resolution Network (CRE Net)

1527 New Hampshire Ave. NW, Washington, DC 20036, (202) 667-9700; fax, (202) 667-8629; E-mail: membership@crednet.org; Web site: http://www.crenet.org

This membership organization is dedicated to conflict resolution as an integral part of the educational program in every school and provides instruction, training, curriculum materials, publications, and networking contacts relating to violence prevention, collaborative learning, and peer mediation.

Educators for Social Responsibility

23 Garden St., Cambridge, MA 02138, (617) 492-1764/(800) 370-2515; fax, (617) 864-5764; E-mail: educators@esrnational.org; Web site: http://www.esrnational.org

This organization's mission is to help young people develop the conviction and skills to shape a safe, sustainable, democratic, and just world. It provides professional services and teaching materials that address social and emotional learning, K–12 conflict resolution, and diversity education. In addition, it provides trainers for on-site school workshops; offers a newsletter, the *Forum;* and has a resource catalogue of many books and some videos and posters for sale. Special-issue Web pages and discussion groups help educators talk to children in times of national crisis (e.g., Littleton) and war (e.g., Iraq).

Exploring Global Conflict: An Internet Guide to the Study of Conflict

Web site: http://www.uwm.edu/Dept/CIS/conflict/congeneral.html

This site was developed for the 1998 Global Studies Summer Institute sponsored by the Joint Center for International Studies and features more than 200 links to information and resources related to global conflict. Exploring Global Conflict provides general resources about conflict, educational resources, information about peace and conflict studies, resources for current news information, as well as specific sections highlighting the conflicts in Northern Ireland, Central Africa, the Middle East, and the former Yugoslavia.

Initiative on Conflict Resolution and Ethnicity (INCORE)

Web site: http://www.incore.ulst.ac.uk

A joint initiative of the University of Ulster and the United Nations University, the INCORE Internet Service is a central resource for those in the area of conflict resolution and ethnic conflict. This site features extensive links and resources related to conflict worldwide. The Conflict Data Service can be used to learn more about specific countries and regions in conflict.

Peace Newsletter

Wilmington College, 51 College St., Pyle Center Box 1183, Wilmington, OH 45177; (937) 382-6661, ext. 275; fax, (937) 382-7077; E-mail: prc@wilmington.edu; Web site: http://www.wilmington.edu

As a newsletter of peace education, resources, and opportunities with a quarter-century history, subscription is free in the United States. The newsletter is especially focused on materials for K–12 teachers. The center provides book purchase service, audiovisual rentals, circulating libraries in both English and Japanese, and an exceptional Hiroshima/Nagasaki Memorial Collection.

United States Institute of Peace (USIP)

1200 17th St. NW, Suite 200, Washington, DC 20036-3011; Web site: http://www.usip.org

USIP is an outstanding source of information concerning conflict and peace worldwide. They publish numerous reports on regions in conflict and on issues related to mediation and peace. Many of the resources are available on-line, or free copies are available by request. Schools and organizations can apply for grants to do teacher training workshops or curriculum development. High school students can compete in the national peace essay contest.

World Citizen, Inc.

2145 Ford Parkway, Suite 300, St. Paul, MN 55116, (651) 695-2587/(800) 486-7664; fax, (651) 695-0254; E-mail: mail@peacesites.org; Web site: http://www.peacesites.org or http://www.bloomington.k12.mn.us/peacesite/peacesite.html

World Citizen, Inc., is a private nonprofit organization, founded in the Twin Cities, Minnesota, by teachers, parents, and business leaders in 1982. It carries out a Peace Site Project, enrolling 200 Minnesota schools and 700 additional schools worldwide. Schools participate in an annual Nobel Peace Prize Festival, "Adopt-a-Laureate," and take on environmental, human rights, and conflict-resolution-related activities of their choosing.

Population

PopNet

Web site: http://www.popnet.org

PopNet is a resource for population information. With PopNet, you can search the most comprehensive directory of population-related Web sites available—by topic or key word, by organization, or through PopNet's clickable world map. PopNet presents information on population topics such as demographic statistics, economics, education, environment, gender, policy, and reproductive health.

What is life? It is the flash of a firefly in the night. It is the breath of a buffalo in the wintertime. It is the little shadow which runs across the grass and loses itself in the sunset.

—Crowfoot, Blackfoot warrior and orator, 1890

Population Reference Bureau (PRB)

Web site: http://www.prb.org

PRB is a leader in providing timely and objective information on U.S. and international population trends and their implications. PRB sponsors PopNet, an extensive collection of links to information about population issues, as well as a number of publications and reports related to worldwide population trends.

The United Nations Population Information Network (POPIN)

Web site: http://www.undp.org/popin

The UN Population Information Network Web site features an extensive collection of links, resources, and statistics related to population issues and development including an electronic library, regional information, population estimates and projections, and much more. This is a great place to start. Visit the POPIN Gopher Menu for links to documents and information about population issues worldwide.

Zero Population Growth (ZPG)

Web site: http://www.zpg.org

ZPG is a national nonprofit organization working to slow population growth and achieve a sustainable balance between the Earth's people and its resources. ZPG offers a large selection of resources for educators.

Student Classroom Connections

Cisco Educational Archives (CEARCH)

Web site: http://metalab.unc.edu/cisco/cisco-home.html

The CEARCH site includes a comprehensive listing of elementary, secondary, and international schools on the Internet. It also provides extensive educational links and resources for teachers, students, and administrators.

E-Mail Classroom Exchange

Web site: http://www.epals.com

This site offers a list of more than 3,000 classrooms around the world. The built-in search tools can be used to browse participating classrooms by country, first language used, grade level, and more. Individuals can submit classroom profile or browse links to other on-line resources.

Global TeachNet

1900 L St. NW, Suite 205, Washington, DC 20036-5002, (202) 293-7728; fax (202) 293-7554; E-mail: globaled@rpcv.org; Web site: http://www.rpcv.org/pages/globalteachnet.cfm

A program of the National Peace Corps Association, Global TeachNet provides grants to K–12 teachers to disseminate and adapt successful classroom programs, produces global education materials, hosts workshops and conferences, and provides information about teacher-developed programs. Membership benefits include a bimonthly newsletter, a quarterly magazine, and listserv announcements.

> ***You need to acquire knowledge whose roots lie deep within the realm of meaning. Every branch leads back to its roots. You need knowledge whose wings will carry you across the ocean of form to the continent of meaning.***
>
> —Jala al-Din al-Rumi, thirteenth-century Sufi poet, Afghanistan and Asiatic Turkey

i*EARN

Web site: http://www.iearn.org

i*EARN, or the International Education and Resource Network, has attracted creative teachers from across the world who are interested in engaging elementary, middle school, and high school students in collaborative global projects. i*EARN enables young people to collaborate with children and youth from other countries in producing books of original poetry and stories, collections of national folklore and children's artwork, and reports of social or natural scientific data collected simultaneously in different parts of the world. Many of the projects are designed to make a meaningful contribution to the health and welfare of the planet and its people.

Intercultural E-Mail Classroom Connections (IECC)

Web site: http://www.teaching.com/iecc

IECC is reliable, respected, free service that helps teachers and classes link with partners in other countries and cultures for E-mail classroom penpal and project exchanges. Since its creation in 1992, IECC has distributed more than 28,000 requests for E-mail partnerships. At this publication, more than 7,650 teachers in 82 countries were participating in the program. Educators can use the service for K–12 classroom connections; higher education partner school connections; intergenerational volunteer experiences for persons aged 50+; discussion forums; and teacher and student surveys, projects, and questionnaires.

Jason Project, JASON Foundation for Education

See description in Chapter 6, "JASON Project: Scientists Explore the World." JASON Project–Wisconsin, UWM JASON, 161 W. Wisconsin Ave., Suite 6000, University of Wisconsin–Milwaukee, Milwaukee, WI 53203; (414) 227-3365; E-mail: caroline@uwm.edu; Web site: http://www.uwm.edu or http://www.jasonproject.org

JASON Project Web site compiles content background, K–8 student activities, and investigations concerning global expeditions, featuring student participation and collaboration with a prestigious and impressive list of scientists, universities, and scientific organizations around the world.

Journey North

(See description in Chapter 6, "A Global Study of Wildlife Migration: Mexican and Menomonie Youth Study Monarchs.")
Web site: http://www.learner.org/jnorth

Journey North is a science curriculum that allows students to track paths of several species of animals and birds that migrate between countries.

Kidlink

Web site: http://www.kidlink.org/english/index.html

Kidlink is a nonprofit grassroots organization aimed at getting as many youth as possible involved in a global dialogue. Kidlink is based on the idea that getting kids around the world to talk to each other will allow them a direct experience with friends having the common experience of childhood but often in very different circumstances.

Operation Day's Work

c/o USAID, RRB6.10-080, 1300 Pennsylvania Ave. NW, Washington, DC 20523-6100, (202) 712-4300; Web site: http://www.usaid.gov/odw/explain.html

This national organization, modeled after a successful Norwegian youth program, is run by students. Each year, students from Operation Day's Work schools across the country pick one way that they plan to work together to help people their own age in a developing country. The students choose a country or theme—Haiti in 1999 and El Salvadoran teens in 2000.

Peace Corps World Wise Schools

Web site: http://www.peacecorps.gov/wws/index.html

World Wise Schools, which is sponsored by the Peace Corps, offers a wealth of information and resources related to increasing international and cultural understanding among students. This site features lesson plans, curricula, video resources, and information about opportunities for students to correspond with current and past Peace Corps Volunteers in more than 80 countries.

Project ICONS (International Communication and Negotiation Simulations)

(See model program in Chapter 6, "Taking a Stand on the World Stage: Project ICONS Develops Negotiation Skills.")

Contact: University of Maryland; E-mail: icons@gvpt.umd.edu; Web site: http://www.icons.umd.edu/ has a simulation sample.

This project offers educational simulations of international relations at both the university and high school levels. Students at a participating institution represent the decision makers of a selected country and negotiate solutions to global problems via the Internet with peers around the world.

Teacher's Guide to International Collaboration on the Internet

Web site: http://ed.gov/technology/guide/international/

This collaboration of Internet-active teachers, the U.S. Department of Education, and i*EARN-USA promotes classroom connectivity across borders. It features a wonderful array of sample projects, how to get started, and places to find active interconnects.

TRANSNET

See model program in Chapter 6.

Dr. Judy Freund, 257 Cove Rd, Hudson, WI 54016, (715) 386-9336; E-mail: jafreund@spacestar.net

TRANSNET is a curriculum-based classroom connection to schools in England, emphasizing projects with technology, language arts, environmental education, and social studies.

21st Century Schoolhouse

Web site: http://www.21cs.org

The 21st Century Schoolhouse is a project that has united six high schools from the United States, Brazil, Israel, Australia, South Africa, and Japan in an effort to encourage students to address the environmental and social challenges facing future generations. This site allows students and teachers to contact project participants and urges the creation of similar international dialogues between schools.

UNICEF—Voices of Youth

Web site: http://www.unicef.org/voy

UNICEF offers the Voices of Youth Project to teachers and students as an on-line resource for learning about the contemporary challenges facing children worldwide. This is an excellent site for teachers and students who would like to learn and share with students from around the world.

Student Travel Exchange

AFS International Intercultural Programs

AFS-USA, 198 Madison Ave., 8th Floor, New York, NY 10016, (800) 876-2376; E-mail: afsinfo@afs.org; Web site: http://www.afs.org/usa/adult.html

AFS-USA, Inc. is a respected and long-standing international nonprofit organization that provides intercultural learning opportunities for students and adults. AFS is involved in the following exchange areas: homestay, language study, students/educators.

Council on International Educational Exchange (CIEE)

School Partners Abroad, 205 East 42nd St., New York, NY 10017, (212) 822-2630; fax, (212) 972-3231; E-mail: spa@ciee.org; Web site: http://www.councilexchanges.org/lcp/spa_sites/spaindex.htm

CIEE's mission is to help people gain understanding, acquire knowledge, and develop skills for living in a globally interdependent and culturally diverse world. Council provides exchange-related facilitative or support services in the following areas: homestay, high school programs, internship, language study, students/educators, study abroad, and work exchanges.

> ***Certainly travel is more than the seeing of sights; it is a change that goes on, deep and permanent, in the ideas of living.***
>
> — Miriam Beard, American writer

Council on Standards of International Educational Travel (CSIET)

212 S. Henry Street, Alexandria, VA 22314, (703) 739-9050; fax, (703) 739-9035; E-mail: mailbox@csiet.org; Web site: http://www.csiet.org

CSIET is a private nonprofit organization that establishes standards for monitors and disseminates information about reputable international youth education and exchange programs. Its annual publication, the *CSIET Advisory List*, contains information about 72 international youth travel and exchange organizations that have been evaluated and that meet national standards. The list is distributed annually to all high schools in the United States and to hundreds of parents and youth who are seeking interesting and reliable travel and exchange learning opportunities. Each listing includes countries served, program description, cost, financial aid, and contacts.

The Friendship Connection, Inc.

Roland Winzer, Coordinator, 6823 St. Ives, Hudson, OH 44236, (330) 650-4852; fax (330) 656-2479; E-mail: rwinzer@friendship-connection.com; Web site: http://www.friendship-connection.com

A small, personalized, inexpensive exchange program that pairs Midwestern U.S. students with a German student, primarily from Wisconsin's sister state, Hessen. In the spring, German participants visit their partners for four weeks. In the summer, U.S. students return the visit, spending four weeks with the German partner from mid-June to mid-July.

GoAbroad.com

Web site: http://www.goabroad.com

This is an easy-to-use on-line directory for study-abroad programs, language schools, internships, international volunteer positions, international teaching positions, universities, and ecotravel. The site was created to fill an information void in the area of international *student* travel. The site aims to link prospective travelers with international organizations.

Nacel Cultural Exchanges

3410 Federal Dr., Suite 101, St. Paul, MN 55122, (612) 686-0090 or 800 622-3553; fax (612) 686-9601; Web site: http://www.nacel.org

Nacel Cultural Exchanges is administered by language teachers dedicated to offering accessible, quality exchange programs with a well-structured support network. It has a wide variety of programs in 17 countries: summer-, semester-, and school year-long programs, and language and sports camps.

Reflections International, Inc.

Hartmut Weithe, president, P.O. Box 57, Lone Rock, WI 53556, (608) 583-2296; E-mail: reflect@execpc.com

This small, Wisconsin-based exchange program that brings and sends students from and to Germany exemplifies personal attention to host family selection and quality student and school experiences.

Rotary Exchange Programs

Rotary International, One Rotary Center, 1560 Sherman Ave., Evanston, IL 60201-3698, (847) 866-3421; fax, (847) 328-8554.

Rotary, an international service club, sponsors quality student exchanges in 75 countries for semester and full-year academic terms. Applications must be obtained from local clubs. Wisconsin clubs are listed in Central States Rotary Exchange, whose contact person is available from Rotary International.

Wisconsin/Nicaragua Accredited Summer Language Exchange

Ilba Prego, 1650 Monroe St., Suite A, Madison, WI 53711, (608) 244-1426; E-mail: nica@terracom.net; Web site: http://www.nicaraguastudyabroad

For both students and teachers, this program grew out of Wisconsin's sister state connect with Nicaragua and features Spanish language immersion, focus on tropical studies, and sustainable agriculture and community-based learning adventures for high school students.

Youth for Understanding (YFU)

3501 Newark St., NW, Washington, DC 20016-3167, (202) 966-6800 or (800) TEENAGE; fax, (202) 895-1104; E-mail: USA@mail.yfu.org; Web site: http://www.youthforunderstanding.org

Youth for Understanding International exchange is a private nonprofit educational organization dedicated to international understanding and world peace through exchange programs primarily for high school students in 50 countries. It is one of the largest and most active exchange organizations in the United States.

Teacher Travel Exchange

American Councils for International Education

1776 Massachusetts Ave. NW, Suite 700, Washington, DC 20036, (202) 833-7522; fax, (202) 833-7523; E-mail: general@actr.org; Web site: http://www.actr.org

American Councils is a private, nonprofit educational and exchange association devoted to education and professional development training within and about the Russian-speaking world. It supports exchange programs for K–12 teachers among its many activities.

Amity Institute

10671 Roselle St., Suite 101, San Diego, CA 92121-1525, (619) 455-6364; fax, (619) 455-6597, E-mail: amity@cris.com; Web site: http://www.amity.org

Amity Exchange Teacher Program

Schools may also hire Amity Exchange Teachers, certified, experienced teachers in their home countries who may be available for a maximum of three years. They may carry a full schedule, assume full responsibility for their classes, and are paid by the host school at a rate comparable to that of their U.S. colleagues. They teach under a J-1 Exchange Visitors visa.

Amity Intern Teacher Program

The Amity Program believes that languages are ideal vehicles for building international friendship and understanding. Elementary and secondary public and private schools, colleges, and universities can request volunteers, called Amity Scholars, from Europe, Latin America, Asia, Africa, or Russia to help teach their native languages. Amity Scholars assist with language and cultural instruction for 15 hours per week, supervised by the host school's language teachers. They attend two personal-study classes at the host school and participate in extracurricular activities and community projects.

Participating schools provide scholars with free room and board in a host family or on campus, a small, weekly spending allowance, lunches, and transportation. They pay the Amity Institute about $1,345 per school year. Scholars pay their own round-trip transportation to the host country, insurance, and about $100 a month for personal expenses. Scholars are sponsored under a J-1 Exchange Visitors visa.

Assistants D'Anglais, Assistant English Teacher Program

The French Cultural Service, SCULE—Assistant Program, 972 Fifth Avenue, New York, NY 10021, (212) 439-1455; E-mail: new-york.culture@diplomatie.fr; Web site: http://www.frenchculture.org/education/support/assistant/index.html

The French government has been offering teaching assistantship to native speakers of English for a number of years. Because languages are now taught in early grades in France, there has been a much greater need for teaching assistants. In 2001–02, the French government offered a total of 2,000 teaching assistantships to U.S. college students and recent graduates. All teaching assistants must have a working knowledge of French. There are also opportunities for teachers of any subject to make classroom connections to schools in France.

The journey is difficult, immense. We will travel as far as we can, but we cannot in one lifetime see all that we would like to see or to learn all that we hunger to know.

—Loren Eiseley, 1907–1977, evolutionary biologist, naturalist, philosopher

Center for Global Education

Augsburg College, 2211 Riverside Ave., Minneapolis, MN 55454, toll free in U.S., (800) 299-8889; E-mail: globaled@augsburg.edu; Web site: http://www.augsburg.edu/global

The highly respected Center for Global Education offers one- to three-week seminars in Mexico, Central America, Southern Asia, and East Asia as well as volunteer opportunities in Southern Africa, Mexico, and Central America. It has developed an international reputation for its work in international experiential education. It attributes its success to its unique pedagogical approach based on the theories of Brazilian educator Paulo Freire; premier study-abroad programs, especially focusing on countries where students are challenged by issues of poverty, economic development, and human rights; faculty who use collaborative, student-centered, cultural sensitivity strategies; dialogue with faith-based institutions in host countries; and interfaces with the business community and policy makers.

Council on International Educational Exchange (CIEE)

School Partners Abroad, 205 East 42nd St., New York, NY 10017, (212) 822-2630; fax, (212) 972-3231; E-mail: spa@ciee.org; Web site: http://www.ciee.org

CIEE's mission is to help people gain understanding, acquire knowledge, and develop skills for living in a globally interdependent and culturally diverse world. CIEE provides exchange-related facilitative or support services in the following areas: homestay, high school programs, internship, language study, students/educators, study abroad, and work exchanges.

Cross Cultural Journeys

PO Box 907, Mill Valley, CA 94942-0907, (415) 380-9018 or (800) 353-2276, fax (415) 380-8066; E-mail: info@crossculturaljourneys.com; Web site: http://www.crossculturaljourneys.com

Cross Cultural Journeys is a travel-planning company that promotes outer and inner journeys. They plan small, quality journeys for groups or individuals to explore indigenous cultures and societies at political, social, and economic crossroads. Their foundation supports sustainable economic, social, and environmental development projects in countries visited. They created the travel philosophy for responsible travelers, which appears in Chapter 3.

European Council of International Schools (ECIS)

21 Lavant St., Petersfield, Hampshire GU32 3EL UK, 44 (0) 1730 268244; fax, 144 (0) 1730 267914; E-mail: ecis@ECIS.org; Web site: http://www.ecis.org

ECIS is a nonprofit membership organization dedicated to the advancement of internationalism through education by the provision of services to its members. Among the services it offers are the facilitation of distance learning for educators and students and the promotion of summer professional development for administrators and teachers.

Foreign Language Study Abroad Service (FLSAS)

Box 903, South Miami, FL 33143,
(305) 662-1090/(800) 282-1090; fax, (305) 662-2907; E-mail: flsas@netpoint.net; Web site: http://www.flsas.com

This is the oldest study-abroad service in the United States and the only one dedicated exclusively to the study of foreign languages. It offers programs in 25 countries, with or without home stays.

Friends of World Teaching

PO Box 84480, San Diego, CA 92138-4480, (800) 503-7436 or (619) 224-2365

This service maintains updated lists of American Community Schools, International Schools, church-related and industry-supported schools, and private and government schools and colleges in over 100 foreign countries. English is generally the medium of instruction. Not only teachers and administrators but also counselors, librarians, school nurses, technology staff, and school secretaries can apply for positions, K–16. Salaries vary from country to country. A modest application fee is charged.

Fulbright Memorial Fund (FMF) Teacher Program

Institute of International Education, 809 United Nations Plaza, New York, NY 10017-3580, (888) 527-2636; Web site: http://www.iie.org/pgms/fmf

The FMF is an opportunity for U.S. primary and secondary teachers and administrators to participate in a three-week study visit to Japan. The program, fully funded by the Japanese government, aims to increase the level of understanding between Japan and the United States and to provide a significant opportunity for the professional development of educators. Applicants must be U.S. citizens who are employed full time in any discipline as a teacher or administrator for grades 1–12.

Fulbright Teacher and Administrator Exchange Program

600 Maryland Ave. SW, Suite 320, Washington, DC 20024-2520, (202) 314-3520; fax, (202) 479-6806; E-mail: fulbright@grad.usda.gov; Web site: http://www.grad.usda.gov/International/ftep.html

Since 1946, the Fulbright Teacher Exchange Program has helped nearly 23,000 K–12 teachers and administrators expand understanding of countries around the world. Program options are for a one-to-one exchange of positions with teachers or administrators for six weeks, a semester, or a full academic year.

Fulbright-Hays Seminars Abroad Program

Center for International Education and Graduate Programs, U.S. Department of Education, 1990 K St., Rm. 6076, Washington, DC 20006-8521; (202) 502-7700 or (202) 502-7625; E-mail: rosalie_gendimenico@ed.gov; Web site: http://www.ed.gov/offices/OPE/HEP/iegps

This excellent program offers approximately 8 to 10 seminars on language, history, culture, and current events in a variety of settings: Egypt, Hungary, India, Brazil, and South Africa are just some past examples.

Travel and all expenses for K–12 and university-level educators are covered. There is an annual fall deadline.

Global Educators Program

1455 Evergreen Dr., River Falls, WI 54022, (715) 425-6904; fax, (715) 425-3696; E-mail: carol@global-links.org; Web site: http://www.global-links.org

The Global Educators Program provides educators with short-term, three- to four-week team-teaching and/or shadowing experiences in school sites around the world. All participants register for a six-credit continuing education graduate course, "Gaining a Global Perspective through Cultural Immersion;" credit is offered through the University of St. Thomas, Minneapolis. The program allows each educator to design a personalized professional development plan to meet his or her specific needs and interests.

Global Exchange

2017 Mission St. #303, San Francisco, CA 94110, (415) 255-7296; fax, (415) 255-7498; E-mail: info@globalexchange.org; Web site: http://www.globalexchange.org

Global Exchange is a human rights organization dedicated to promoting environmental, political, and social justice around the world. Since its founding in 1988, it has striven to increase global awareness among the U.S. public while building international partnerships around the world. Global Exchange's Reality Tours offer an alternative way to travel; they allow people to go past what they read in the media and travel beyond hotels and beaches. Participants have the opportunity to meet with community leaders in Cuba, Haiti, South Africa, or Ireland. They can visit environmentally sustainable farming projects in Cuba, meet with artisans at craft cooperatives in the fair trade movement, or learn about the arts and religions of Haiti, Thailand, Palestine, and Israel.

Global Volunteers Program

(800) 487-1074; Web site: http://www.globalvolunteers.org

Global Volunteers, a nonprofit, nonsectarian, international organization, coordinates service learning programs that offer educators the opportunity to participate in short-term human and economic development projects in more than 15 countries worldwide, including China, Vietnam, Tanzania, Mexico, Poland, Russia, and Greece. Programs last from one to three weeks and range in cost from $350 to $2,500, airfare excluded. No prior experience necessary.

Institute for International Cooperation and Development (IICD)

PO Box 520, Williamstown, MA 01267, (413) 458-9828; E-mail: iicd@berkshire.net; Web site: http://apocalypse.berkshire.net/~iicd1

IICD trains volunteers to participate in development work in Africa, India, and Latin America and runs educational travel study programs to

Brazil. IICD and its volunteers also work with education about the Third World, giving presentations and producing educational materials.

Interamerican University Studies Institute (IUSI)

PO Box 10958, Eugene, OR 97440, (800) 345-IUSI; E-mail: office@iusi.org; Web site: http://www.iusi.org

IUSI offers workshops for native and non-native-speaking Spanish teachers, graduate students, journalists, and other professionals. Themes include "Creative Writing México," "Spanish Language in Costa Rica," and "Mexican Language and Culture for Teachers."

International Exchange Locator: A Resource Directory for Educational and Cultural Exchange

Alliance for International Educational and Cultural Exchange, 1776 Massachusetts Ave. NW, Suite 620, Washington, DC 20036, (888) 304-9023; fax, (202) 293-6144; Web site: http://www.alliance-exchange.org

Teachers who order this directory will possess an almost limitless list of addresses, application deadlines, and detailed information to arrange exchanges in all parts of the world. The 366-page 2000 edition contains more than 250 nonprofit organizations, federal agencies, and congressional committees engaged in international exchange.

Birds fly above and around us every hour of every day, and we barely notice them. But if one flies crookedly, it captures our attention. Those things which are outwardly peculiar are most liable to stimulate our sense, so that we seek the inner meaning.

Jala al-Din al-Rumi, thirteenth-century Sufi poet, Afghanistan and Asiatic Turkey

International Internship Program (IIP)

North America Section, 6-19-14 Mongo, Bunkyo-ku, Tokyo, Japan 113, 011-81-3-3812-9771 (USA/Canada); fax, 011-81-3-3818-4481 (USA/Canada); E-mail: northam@mxz.meshnet.or.jp; Web site: http://www.internship.com

This volunteer teacher program sends young teaching assistants to U.S. schools to teach Japanese language and culture to students in grades K–12. The U.S. host school organizes the teaching and activities schedule for the intern, arranges homestay accommodation, provides lunches, and provides transportation for the volunteer teachers. Japanese volunteers teach in more than 30 countries around the world.

Keizai Koho Fellowship Program

National Council for the Social Studies, 3501 Newark St. NW, Washington, DC 20016, (800) 296-7840; E-mail: kkc-fellowships@ncss.org; Web site: http:// www.socialstudies.org/keizaikoho/home.html

In cooperation with National Council for the Social Studies, the Keizai Koho Center (Tokyo) sponsors this study tour in Japan to help educators learn about contemporary Japanese society. The fellowships cover air transportation from the fellow's home city to Japan and return as well as lodging, meals, and other transportation. It is part of a strong and active network of educators across the United States teaching the Japanese language or about Japan. Fellowships are open to K–12 classroom teachers of social studies, history, social sciences, and business; supervisors and specialists at district and state levels; school administrators; and faculty associated with four-year colleges directly concerned with training teachers of K–12 grade levels.

King Juan Carlos Fellowships for Study in Spain

Ministerio de Educación y Cultura, 2375 Pennsylvania Ave. NW, Washington, DC 20037, (202) 728-2335; fax, (202) 728-2313; Web site: http://www.spaniembedu.org

Study takes place at universities in Spain for three weeks in July every year for teachers of Spanish. The embassy also promotes summer programs for middle and high school students; language teacher assistants in U.S. schools; scholarships for U.S. teachers in dual, bilingual, or immersion programs; and "post-to-post" teacher exchanges.

Malone Fellowship Program

National Council on U.S.–Arab Relations (NCUSAR), 1140 Connecticut Ave. NW, Suite 1210 Washington, DC 20036, (202) 293-0801; fax, (202) 293-0903; E-mail: info@ncusar.org; Web site: http://www.ncusar.org

With the Malone Fellowship Program, NCUSAR sponsors two-week study programs to the Middle East or North Africa. Participants have included scholars, teachers, and military personnel. Meetings are arranged with U.S. diplomatic staff and host country leaders in education, foreign affairs, and social and cultural offices. Study excursions include travel to museums, ruins, and mosques.

National Council for the Social Studies (NCSS) International Study Seminar

Center for Educational and Association Services, 1908 Association Dr., Reston, VA 22091; Web site: http://www.ncss.org/profdev/profdev1.html

This program allows educators to visit sites of cultural, historic, and current importance; meet with educators, historians, and government officials; and travel and broaden knowledge. Previous years' two week seminars have included Germany, the European Union, China, Russia, England, Greece, and Rome. Offered annually.

Office of Overseas Schools

(A/OS) Room 234, SA-6 U.S. Department of State, Washington, DC 20520, (730) 875-6220; Web site: http://www.state.gov/www/about_state/schools

The Office of Overseas Schools provides contact and background information on worldwide American-sponsored elementary and secondary schools overseas, current fact sheets on the 180 American international schools, and helpful job hunting resources.

Peace Corps Recruiting Office

U.S. Peace Corps, 1111 20th St., N.W., Washington, DC 20526, (800) 424-8580; Web site: http://www.peacecorps.gov

Peace Corps volunteers in education teach English, math, science, and other subjects. They also train teachers, are involved in the development of school curricula, and work in many other areas where their skills and experience can be of help.

Servas (United States Servas, Inc.)

11 John Street, Room 505, New York, NY 10038-4009, (212) 267-0252; fax (212) 267-0292; E-mail: info@usservas.org; Web site: http://www.usservas.org

Servas is a nonprofit, nongovernmental, intercultural, interracial, and interfaith volunteer network of hosts and travelers. Through mutually arranged individual visits, hosts and travelers share their lives, interests, and concerns about social issues. Having recently observed its 50th anniversary, Servas encompasses more than 14,000 homes and institutions in 135 countries on six continents.

Teachers for Africa Program

International Foundation for Education and Self-Help (IFESH), 5040 E. Shea Blvd., Phoenix, AZ 85003, (480) 443-1800; fax (480) 443-1824

Since 1992 IFESH has placed over 500 American teacher-volunteers in African schools, colleges, and government education agencies. IFESH is a nonprofit development organization that strives to improve living conditions for the poor and disadvantaged in sub-Saharan Africa. Monthly stipends and international and in-country travel expenses are paid by IFESH.

Teachers of English to Speakers of Other Languages (TESOL)

700 S. Washington Street, Suite 200, Alexandria, Virginia 22314; (703) 836-0774; fax (703) 836-7864 or -6447; E-mail: info@tesol.org; Web site: http://www.tesol.org

TESOL is an international education association which helps to develop the expertise of its members and others involved in teaching English to speakers of other languages. Through journals, magazines, newspapers, and international conventions, TESOL works to better educate English teachers of non-English speakers. Also on their website are job listings and a listing of Literacy Volunteer Programs, with opportunities around the globe.

U.S. Department of Defense Education Activity

Office of Personnel, 4040 N. Fairfax Dr., Sixth Floor, Arlington, VA 22203, (703) 696-1352; Web site: http://www.odeodea.edu/

Sponsors military and civilian exchange programs and opportunities for U.S. teachers to teach in 14 countries, Guam, and Puerto Rico, where the U.S. maintains military bases.

U.S. International Information Programs

Foreign Service Recruitment Officer, M/PDP Personnel Branch, Office of Personnel, 301 4th St. SW Washington, DC 20547, (202) 619-4659; Web site: http://www.usinfo.state.gov

The Office of International Information Programs (IIP) is the principal international strategic communications service for the foreign affairs community. IIP provides resources and information on education and cultural exchange programs.

U.S. State Department

Web site: http://exchanges.state.gov/

The Bureau of Educational and Cultural Affairs (ECA) in the U.S. State Department has a number of educational and training programs abroad. Besides the well-known Fulbright Program, there are English Teaching Exchanges, programs to Russia, and the International Visitor Program that bring participants to the U.S. Awards, grant programs, and travel warnings are other good reasons to bookmark this Web page.

Wisconsin's Overseas Study Opportunities

Wisconsin public and private colleges and universities offer literally hundreds of credit and noncredit overseas programs and language learning opportunities during summer and the school year, many of which are open to the K–12 teachers. Teaching staff are outstanding, and unfortunately, many opportunities go unfilled. Contact area colleges for information.

WorldTeach, Inc.

Harvard Institute for International Development, 1 Eliot St., Cambridge, MA 02138-5705; Web site: http://www.worldteach.org

WorldTeach, an international non-governmental organization, places volunteers as teachers of English as a foreign and second language in countries that request assistance. North Americans and other speakers of English are given opportunities for cultural exchange.

Teacher Workshops: Domestic U.S. Opportunities with International Focus

Geographic Summer Institute for Teachers K–12

Keeping to the main road is easy, but people love to be sidetracked.

—Lao-tzu, sixth century B.C., Chinese philosopher

Wisconsin Geographic Alliance, Department of Geography, University of Wisconsin–Eau Claire, Eau Claire, WI 54701, (715) 836-5166; Web site: http://www.uwec.edu/academic/geography/wga/wga.htm

An outstanding two-week program focusing on teaching strategies for K–12 teachers from a variety of disciplines who wish to improve students' geographic literacy. Since its founding, over 10,000 teachers have benefited from summer programs, related programs at the national level, and regional workshops. Offered annually.

Global Studies Summer Institute (GSSI)

Center for International Education, University of Wisconsin–Milwaukee, PO Box 413, Garland 102, Milwaukee, WI 53201, (414) 229-4344; fax, (414) 229-3626; E-mail: adye@uwm.edu; Web site: http://www.uwm.edu/Dept/CIE

GSSI is a four-day program intended to provide K–12 educators with an opportunity to learn about and discuss contemporary international issues and their practical applications for the classroom. Each year GSSI focuses on a specific issue of international importance and combines presentations by university experts, practicing teachers, films, classroom resources, and much more to create an environment that provides learning and networking opportunities for all participants. Past institutes have focused on issues including human rights, international development, and peace and conflict.

National Council for the Social Studies (NCSS) Professional Development Programs

National Council for the Social Studies, 3501 Newark St. NW, Washington, DC 20016-2061, (202) 966-7840; E-mail: information@ncss.org; Web site: http://www.socialstudies.org/profdev

These annual programs offer in-depth learning experience, materials, and interaction with national experts.

National Endowment for the Humanities (NEH) Summer Institutes for Elementary and Secondary Educators

NEH, Room 316, 1100 Pennsylvania Ave. NW, Washington, DC 20506; Web site: http://www.neh.gov/teaching/seminars1.html

The National Endowment for the Humanities sponsors four- to eight-week institutes to provide approximately 15 teachers the opportunity to study a humanities topic with leading scholars at universities around the country. Stipends are provided. Its annual application deadline is around March 15.

Primary Source Summer Institutes

125 Walnut St., Watertown, MA 02472, (617) 923-9933; E-mail: brande@primarysource.org; Web site: http://www.primarysource.org/calendar/default.html

Primary Source offers two- to three-week-long summer seminars on such topics as "China: Ancient Civilization, Modern Challenges." Deadline for most seminars: March 1.

Summer Fellowships for Humanities Teachers K–12

Council for Basic Education (CBE), Independent Study in the Humanities, Department 93SF, PO Box 135, Ashton, MD 20861; Web site: http://www.c-b-e.org /pdsum.htm#humanities

CBE provides support for six weeks of independent study in a humanities-related discipline.

Summer Institute for Secondary School Social Studies Teachers

United States Institute of Peace, Education and Training Program, 1550 M St. NW, Suite 700, Washington, DC 20005-1708; Web site: http://www.usip.org/ed.html

Thirty participants are annually selected to attend an all-expense paid summer institute. Each participant's school also receives a modest stipend for the purchase of supplemental curriculum materials.

Summer Teaching Institute at Carleton College

Office of Summer Academic Programs, Carleton College, Northfield, MN 55057-4016, (507) 646-4038; E-mail: summer@carleton.edu; Web site: http://www.carleton.edu/campus/SAP/SummerTeachingMain.html

The Summer Teaching Institute is designed for teachers of existing or proposed Advanced Placement courses, enriched classes, accelerated classes, or small-group tutorials for students in grades 10–12 who are capable of college-level work. This summer institute offers one-week workshops for middle school through 10th-grade teachers. Each workshop carries three graduate quarter credits, equivalent to two semester credits.

Teacher Outreach Program (TORCH)

World History Institute, Woodrow Wilson National Fellowship Foundation, CN 5281, Princeton, NJ 08542-5281, (609) 452-7007; fax, (609) 452-0066; E-mail: lpt@www.woodrow.org; Web site: http://www.woodrow.org/teachers/planning/institutes.html#torch

The Woodrow Wilson Foundation administers 116 one-week summer institutes for middle and secondary school science and social science teachers hosted throughout the nation. Graduate credit, continuing education units, or both may be available depending on the local host institution. Offered annually.

United Nations

United Nations CyberSchoolBus

Web site: http://www.un.org/Pubs/CyberSchoolBus

The United Nations CyberSchoolBus is an excellent resource for global educators. This site features a large variety of resources, curriculum projects, games, and activities about current issues of international importance including human rights, the environment, land mines, urbanization, and health. The CyberSchoolBus is presented in English, Spanish, and French.

United Nations Home Page

Web site: http://www.un.org

This Web page serves as the gateway to information about the United Nations on the Internet.

United Nations Resource Guide

Web site: http://www.uwm.edu/Dept/CIE/Resources/unguide/index.html

The United Nations Resource Guide was developed by the Joint Center for International Studies at the University of Wisconsin. The guide features more than 75 Web sites intended to help users access on-line information related to the United Nations.

Wisconsin's International Resources

African Studies Program

205 Ingraham Hall, University of Wisconsin–Madison, 1155 Observatory Dr., Madison, WI 53706, (608) 262-2380; E-mail: africa@intl-institute.wisc.edu; Web site: http://polyglot.lss.wisc.edu/afrst/asphome.html

The African Studies Program provides a range of outreach services, including specialists on Africa who serve as resource people for K–12 teachers. Speakers on Africa are available for classroom visits. Outreach also offers professional development workshops, conferences, summer institutes, and occasional teacher seminars in Africa. Teachers can use books, audiovisuals, videos, tapes, maps, and artifacts from Africa at the outreach resource center. The African Studies Program Web site has curriculum units, event announcements, a wonderful photograph collection, and excellent links to other Africa-related sites.

Bilingual Immersion Schools Milwaukee

(See Chapter 6, "Bilingual Immersion Schools.")

Milwaukee Public Schools, Curriculum and Instruction Division, PO Box 2181, Milwaukee, WI 53201-2181, (414) 475-8393; fax, 414-475-8595; Web site for Milwaukee Spanish Immersion School: http://www.milwaukee.k12.wi.us/167.htm

Teaching elementary children the entire curriculum by way of immersion instruction in French (Spanish or German) has attracted national and international attention for decades. Related programs build student proficiency in middle and high school.

Call for Peace Drum and Dance Company

Dawn and Art Shegonee, directors, Bayview International Center for Education and the Arts, (608) 256-7808; E-mail: bayview1@itis.com; Web site: http://www.callforpeace.org

This company, whose performances are eloquent and powerful, includes directors of cultural dance groups representing various Native American, Aztec, African, Chinese, Middle Eastern, East Indian, Jewish-Hebrew, Scottish, Irish, and Hmong cultures. Their performances emphasize how dance and music are world languages in themselves and how Wisconsin's ethnic communities extend to every continent in the world. They offer school assemblies and daylong workshops and have a video and a Call for Peace Ambassadors Program.

Center for East Asian Studies

326 Ingraham Hall, 1155 Observatory Dr., Madison, WI 53706, (608) 262-3643; E-mail: eas@intl-institute.wisc.edu; Web site: http://www.polyglot.lss.wisc.edu/east/eas.html

This center brings together an interdisciplinary group of faculty, staff, and students devoted to the study of China, Japan, and Korea.

Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.

—Article 25, United Nations Universal Declaration of Human Rights, 1948

Center for European Studies

University of Wisconsin–Madison, 213 Ingraham Hall, 1155 Observatory Dr., Madison, WI 53706, (608) 265-6295; E-mail: european@intl-institute.wisc.edu; Web site: http://www.polyglot.lss.wisc.edu/eur

This center has federal funding to carry out important outreach work to teachers to help them integrate European studies into a variety of subject areas. Its focus is on interdisciplinary curriculum.

Center for German and European Studies

University of Wisconsin–Madison, 213 Ingraham Hall, 1155 Observatory Dr., Madison, WI 53706-1397, (608) 265-8032; fax, (608) 265-9541; E-mail: cges@macc.wisc.edu; Web site: http://wiscinfo.doit.wisc.edu/cges/

The Center for German and European Studies is a joint effort of a consortium of faculty representing 10 disciplines from the University of Wisconsin–Madison and the University of Minnesota–Twin Cities that share research and teaching interests in German and European studies. Of particular interest to educators will be the "Links to Europe" page.

Center for International Education (CIE)

University of Wisconsin–Milwaukee, PO Box 413, Garland Hall 102, Milwaukee, WI 53201, (414) 229-4344; E-mail: uwmcis@uwm.edu; Web site: http://www.uwm.edu/Dept/CIE

In addition to CIE serving as the central coordination point for University of Wisconsin–Milwaukee's diverse international education curriculum, research, overseas, and student/faculty services activities, the center works to enhance international education in schools in Wisconsin and throughout the United States, offering professional development opportunities for K–12 teachers. In particular, note its annual high-quality Global Studies Summer Institute and impressive Internet resource guides created specifically to assist K–12 teachers. Its E-mail network keeps educators informed on exchange and lecture opportunities and international leaders.

Center for Latin American and Caribbean Studies

University of Wisconsin–Milwaukee, PO Box 413, Pearse Hall 168, Milwaukee, WI 53201, (414) 229-5986; E-mail: clas@uwm.edu; Web site: http://www.uwm.edu/Dept/CLACS

CLACS provides specific resources and programs for K–12 and postsecondary educators incorporating Latin American studies in their teaching, including a free-loan audiovisual collection, curriculum materials, center-produced videos, professional development workshops and overseas opportunities, and children's literature annotated bibliographies.

Center for Russia, East Europe, and Central Asia (CREECA)

University of Wisconsin–Madison, 210 Ingraham Hall, 1155 Observatory Dr., Madison, WI 53706, (608) 262-3379; E-mail: creeca@macc.wisc.edu; Web site: http://polyglot.lss.wisc.edu/creeca

In any given year, CREECA sponsors a variety of events devoted to teacher training and hosts Russia Day, designed to encourage future study of the region by high school students.

Center for South Asia

University of Wisconsin–Madison, 203 Ingraham Hall, 1155 Observatory Dr., Madison, WI 53706, (608) 262-4884; fax (608) 265-3062; E-mail: info@southasia.wisc.edu; Web site: http://www.wisc.edu/southasia

The Center for South Asia provides outreach services to K–12 educators for the South Asian countries of Afghanistan, Bangladesh, India, Nepal, Pakistan, Sri Lanka, and Tibet. Outreach services include curriculum materials, a lending audiovisual collection, classroom visits, and professional development workshops.

> ***We can do no great things, only small things with great love.***
>
> —Mother Theresa, 1910–1997, humanitarian, Nobel Peace laureate

Center for Southeast Asian Studies

University of Wisconsin–Madison, 207 Ingraham Hall, 1155 Observatory Dr., Madison, WI 53706, (608) 263-1755; E-mail: seasian@macc.wisc.edu; Web site: http://www.wisc.edu/ctrseasia

The Center for Southeast Asian Studies promotes the study of Southeast Asia and offers professional development opportunities to educators, including an annual summer teacher institute. The Web site offers useful links to other Southeast Asia resources organized by country.

Children's Museums in Wisconsin

(See model program in Chapter 6, "*Sin Fronteras*, A School and Museum Collaboration"). Wisconsin's children's museums offer kids great opportunities to play with children from other neighborhoods and to experience languages, foods, festivals and other cultural customs in hands-on settings.

Betty Brinn Children's Museum, 929 E. Wisconsin Avenue, Milwaukee, WI 53202, (414) 390-KIDS; Web site: http://www.bbcmkids.org

Fox Cities Children's Museum, 100 W. College Ave., Appleton, WI 54911, (920) 734-3226; fax (920) 734-0677; E-mail: child@athenet.net; Web site: http://www.kidmuseum.org

Gertrude Salzer Gordon Children's Museum of La Crosse, 207 5th Avenue South, La Crosse, WI 54601, (608) 784-2652; fax (608) 784-6988; E-mail: info@childmuseumlax.org; Web site: http://www.childmuseumlax.org

Madison Children's Museum, 100 State Street, Madison, WI 53703, (608) 256-6445; fax, (608) 256-3226; Web site: http://www.kidskiosk.org

Also: Northwoods Children's Museum, Eagle River; The Children's Museum of Green Bay

Educational Communications Board (ECB)

(See model program in Chapter 6, "Cultural Horizons of Wisconsin: A Video Series for Young Learners.")

3319 W. Beltline Hwy., Madison, WI 53713-4296, (608) 264-9720; fax, (608) 264-9685; E-mail: koberle@ecb.state.wi.us or jhaight@ecb.state.wi.us; Web site: http://www.ecb.org

Teachers across the state turn to ECB for consistent quality television and video programs for schools. "Cultural Heritage of Wisconsin" helps students in grades 4–6 to understand Wisconsin's ethnic history and contemporary cultural changes. *Getting Along* (television for prekindergarten to second-grade children), *Working Together* (a companion series for grades 3–6), and *Harmony Tree*, a CD-ROM, all address preventing and resolving conflict.

European Union Center (EUC)

University of Wisconsin–Madison, 213 Ingraham, 1155 Observatory Dr., Madison, WI 53706, (608) 265-8040; fax, (608) 265-9541; E-mail: eucenter @intl-institute.wisc.edu; Web site: http://wiscinfo.doit.wisc.edu/eucenter

The European Union Center at UW–Madison, 1 of 10 in the United States, seeks to build strong ties among Europeans and Americans, promoting people-to-people links. The 10 centers create "policy networks" that coordinate, exchange, and disseminate research on specific topics related to the European Union (EU). They help students understand the EU as a complex, evolving governance system and international actor of key importance.

FFA International Programs

(See model program in Chapter 6, "FFA Highlights Growth of Global Agriculture")

FFA Global Web site: http://www.ffa.org/international/index.html

International exchanges that focus on agriculture careers and agribusiness.

Also contact Agriculture Education Consultants, Wisconsin Department of Public Instruction, P. O. Box 7841, Madison, WI 53707-7841 for Puerto Rican student and teacher exchange.

Folklore Village Farm

Route 3, Dodgeville, WI 53533, (608) 924-4000; E-mail: staff@folklorevillage .org; Web site: http:www.folklorevillage.org

A unique, rural folk arts center that offers school programs to help children and community members experience customs and seasonal traditions and learn music and crafts of Wisconsin ethnic groups and visiting folk artists from abroad. Provides an annual calendar of weekend events and concerts. Its Midwinter Festival, with a half-century history, gives families nonmaterialistic options for celebrating the winter solstice.

Friends of International Education

PO Box 574, Hudson, WI 54016; Web site: http://friendsofinternationaled .org

This statewide network in support of international education includes college, technical college, and K–12 educators; community members; and business persons. Its services include regional meetings, conferences, a listserv, and advocacy.

Geography Bee

Website: http://www.nationalgeographyic.com/geographybee

The Wisconsin Geography Bee is part of a nationally sponsored contest for students in grades 4–8 that is run like a spelling bee. The difference is that students respond to questions that are of a geographic nature. Winners proceed through local and state levels and qualify for the national competition by completing a written quiz mailed to the National Geographic Society. Westside, Green, and Rock Branch Elementary Schools in Wisconsin's River Falls School District broadened their participation in the Geography Bee by starting a geography club. Students prepare in winter months, sharing library resources and using the computer to log onto numerous Internet sites that focus on world regions. The River Falls School District Geography Club contact is Elementary Gifted and Talented Coordinator Jan DeCraene, River Falls, WI 54022; jadecr@rfsd.k12.wi.us.

Global Educator's Program

See Teacher Travel Exchange in this section.

Institute of World Affairs (IWA)

University of Wisconsin–Milwaukee, University Outreach, 161 W. Wisconsin Ave., Suite 6000, Milwaukee, WI 53203, (414) 227-3183; E-mail: iwa@uwm.edu; Web site: http://www.uwm.edu/Dept/IWA

IWA was established in 1960 "to stimulate the interest and broaden the knowledge . . . of the community in the field of world affairs." This excellent outreach center provides a full range of public affairs programs to K–12 teachers and to the community about U.S. foreign policy, international relations, and global economics. The well-known **Wisconsin High School Model United Nations** provides students and teachers with an exciting two-day simulation exercise on global issues. Students from a three-state area representing over 100 nations assemble annually in Milwaukee. (See model program in Chapter 6.) IWA also hosts very successful, well-attended **Wisconsin High School Environmental Conference** and an **International Career Day** each year. Its **Great Decisions** series, held in February and March each year in a number of Wisconsin communities, involves the public in debating international issues. Curriculum guides are available to pull high school students into the discussions.

International Baccalaureate Schools

(See model program in Chapter 6, "The International Baccalaureate: Creating World Class Schools.")

Web site: http://www.ibo.org/

A nonprofit educational foundation based in Switzerland, the International Baccalaureate offers a diploma program and a curriculum rich in foreign language instruction, service learning, and creative and critical thinking for students in secondary or middle school or a primary program for children aged 3–12 years.

International Crane Foundation

PO Box 447, Baraboo, WI 53913-0447, (608)-356-9462; fax, (608) 356-9465; E-mail: explorer@savingcranes.org; Web site: http://www.savingcranes.org

The 15 species of cranes at this small but prestigious center fly over countries and cultures of the world. Scientists who work here include school tours, student projects, curriculum about the world habitats of cranes, and international sister school connections as a part of their important research and restoration projects.

International Institute

University of Wisconsin–Madison, 268 Bascom Hall, 500 Lincoln Dr., Madison, WI 53706, (608) 262-9833; fax, (608) 262-6998; E-mail: info @intl-institute .wisc.edu; Web site: http://www.wisc.edu/internationalinstitute

The International Institute has 16 member programs, including various centers listed in this resource guide; hundreds of international courses; undergraduate and graduate degree and certificate programs; capacity to teach 64 foreign languages; more than 1,300 study-abroad participants; dozens of overseas university partnerships; and 400 affiliated faculty. It sponsors 200 public lectures and events each year.

International Institute of Wisconsin

(See Chapter 6 for model program, "Holiday Folk Fair, 90,000 Students Have Own Day.")

1110 Old World Third St., Milwaukee, WI 53202, (414) 225-6220; Web site: http://www.folkfair.org

Coordinator of the Milwaukee's Holiday Folk Fair International, this half-century-old organization also provides services to Milwaukee refugee and immigrant groups and international visitors. The Holiday Folk Fair of Wisconsin attracts more than 50,000 visitors, is held the weekend before Thanksgiving, and hosts a day before the event geared to students.

International REACH

(See model program in Chapter 6, "International Reach: Helping Teachers find International Guests.")

International Reach, University of Wisconsin-Madison, International Student Services, 716 Langdon Street, Room 217, Madison, WI 53706, (608) 262-9716; E-mail: istudents@redgym.wisc.edu

This university-based program assists Madison-area K–12 teachers in finding guests for global issues presentations in their classrooms.

Japanese American Citizens League of Wisconsin (JACL)

Regional Director, Midwest District Office, 5415 N. Clark St., Chicago, IL 60640, (773) 728-7170; fax, (773) 728-7231; E-mail: JACLMRO@aol.com; Web site: http://Wisconsin@jacl.org or http://www.jacl.org

The Japanese American Citizens League, the nation's oldest and largest Asian American civil rights organization, was founded in 1929 to address issues of discrimination targeted specifically at persons of Japanese ancestry residing in the United States. JACL has excellent curriculum materials and videos for students. Wisconsin chapter member and retired teacher Al Hida, telephone (414) 774-7805, offers school presentations in which he speaks about his own experience of internment as a 10-year-old child in a government detention camp during World War II.

JASON Project

(See model program in Chapter 6, "JASON Project: Scientists Explore the World.")

JASON Project–Wisconsin, UWM JASON, 161 W. Wisconsin Ave., Suite 6000, University of Wisconsin–Milwaukee, Milwaukee, WI 53203, (414) 227-3365; E-mail: caroline@uwm.edu; Web site: http://www.uwm.edu/jason or http://www.jasonproject.org

The JASON Project Web site compiles content background, K–8 student activities, and investigations concerning global expeditions, featuring student participation and collaboration with a prestigious and impressive list of scientists, universities, and scientific organizations around the world.

Latin American, Caribbean, and Iberian Studies (LACIS)

University of Wisconsin–Madison, 209 Ingraham Hall, 1155 Observatory Dr., Madison, WI 53706, (608) 262-2811; E-mail: latam@macc.wisc.edu; Web site: http://polyglot.lss.wisc.edu/laisp

LACIS draws upon the rich resources of the university and community to offer innovative outreach programming, including the *Sin Fronteras* project that involves selected barrio schools in a yearlong celebration of Latin American culture. Many LACIS outreach activities are done in collaboration with the Madison Children's Museum.

Madison-Area Urban Ministry

1127 University Ave., Madison, WI 53715, (608) 267-0906; fax, (608) 256-4387; E-mail: mum@emum.org; Web site: http://www@emum.org

This ecumenical council sponsors many discussions and events that challenge individuals to cross barriers of faith, race, ethnicity, and class to find solutions to community problems. Its focus on youth issues makes it of great interest to educators.

Madison Times Weekly Newspaper, Inc.

931 E. Main St., Suite 7, Madison, WI 53703, (608) 256-2122; fax (608) 256-2215; E-mail: news@madtimes.com

This newspaper focuses on positive stories and success in the African American, Latino, and Southeast Asian communities, which mainstream media often fail to cover. It offers a distinct perspective on issues of concern to minority people and connects local events to global issues.

Never say that the
darkness is yours,
don't drink joy down
with a single
swallow.
Look about you: there is
the other, there is always the other.
The air he breathes
chokes you,
what he eats is your
hunger.
He dies with the purest
half of your death.

—Rosario Castellanos, 1925–1974, Mexican writer and poet, excerpt from the poem "The Other" (Translated from the Spanish)

Milwaukee Lakefront Ethnic Festivals

Greater Milwaukee Convention and Visitors Bureau, (800) 554-1448; Web site: http://www.milwaukee.org

Milwaukee has a reputation as a City of Festivals, offering Fiesta Mexicana, Asian Moon Festival, African World Festival, German Fest, Polish Fest, Arabian Fest, and Festa Italiana. Festivals are scheduled annually in summer and fall. Each festival has its own Web page and contact information.

Outdoor Adventure Club (SOAC, Inc.)

Gary Williams, president, 150 Eighth St., Reedsburg, WI 53959, (608) 524-2028

SOAC is willing to custom design summer biking, hiking, and river experiences for visiting international and Wisconsin host groups of middle school and high school aged students age 10–18.

Peace Studies Resource Institute (PRI)

University of Wisconsin–Milwaukee, PO Box 414, North Building, Room 154, Milwaukee, WI 53201, (414) 229-6549; E-mail: imh@uwm.edu; Web site: http://www.uwm.edu/Dept/Peace

The PRI contains books, videos, tapes, and curricula from all around the world. The site also provides links to other peace activist and education organizations. The Certificate Program in Peace Studies is a multidisciplinary program with the aim of analyzing and understanding factors that encourage or inhibit war, peace, violence, conflict, or cooperation. The Peace Studies Program provides students with an opportunity to search for innovative, nonviolent alternatives to violence and war.

Reflections International (see "Student Travel Exchanges")

Returned Peace Corp Volunteers (RPCV) of Wisconsin–Madison

PO Box 1012, Madison, WI 53701, (608) 829-2677; Web site: http://www.rpcv.com

Each year Madison RPCV produces the International Calendar, with striking photographs, background information on service countries, indigenous designs, vocabulary, and book lists. Its wealth of information on diverse cultures makes the calendar an indispensable classroom resource. Numerous teachers in Wisconsin are returned Peace Corps volunteers and help push for global innovation in the curriculum.

Sea Grant Institute

University of Wisconsin–Madison, 1975 Willow Drive, 2nd Floor, Madison, WI 53706-1177; (608) 262-0905; fax, (608) 262-0591; Web site: http://www.seagrant.wisc.edu

The University of Wisconsin Sea Grant College Program is a statewide program of basic and applied research, education, and technology transfer dedicated to the wise stewardship and sustainable use of Great Lakes and ocean resources. It is part of a national network of 29 university-based programs funded through the National Sea Grant College Program, National Oceanic and Atmospheric Administration, U.S. Department of Commerce, and matching contributions from participating states and the private sector. It provides excellent materials for environmental education for K–12 students.

State Bar of Wisconsin
Peers in Education Addressing Conflict Effectively (PEACE)

(See Chapter 6 model programs, "Peer Mediation Makes Peaceful Schools")
PO Box 7158, Madison, WI 53717-7158, (608) 266-3067; Asst. Attorney General's Office, (608) 250-6191; Dee Renaas, E-mail: drunas@wisbar.org

PEACE is a program designed to help train student mediators to act as peacemakers in their schools. The State Bar of Wisconsin and the Wisconsin Department of Justice sponsor two-day peer-mediation programs for elementary school principals, teachers, parents, and attorneys to reduce the level of violence in elementary schools.

State Historical Society of Wisconsin (SHSW)

816 State Street, Madison WI 53706-1482; Web site: http://www.shsw.wisc.edu

Materials and workshops from the Office of School Services help teachers link Wisconsin to its rich multi-ethnic past and global future. *Mapping Wisconsin History*, collecting local history, and exploring Wisconsin's ethnic groups are but a few activities for which this award-winning office has created materials. *Badger History Bulletin*, for educators, is published three times per school year by the SHSW and may be requested at no cost by schools.

Statewide Equity and Multicultural Education Convention

c/o Wisconsin Department of Public Instruction, PO Box 7841, Madison, WI 53707-7841; Web site: http://www.dpi.state.wi.us

Sponsored by several Wisconsin state agencies, equity organizations, and higher education institutions, this annual fall conference brings together a large number of state organizations committed to exploring issues in multicultural education.

United Nations Association–Wisconsin

Institute of World Affairs, University of Wisconsin–Milwaukee, PO Box 413, Milwaukee, WI 53201, (414) 227-3183; fax, (414) 227-3168; E-mail: unweb@uwm.edu

The United Nations Association–Wisconsin Web site provides information about programs and resources related to the United Nations throughout Wisconsin.

Touching the present moment is the door to everything.

—Thich Hnat Hanh,
Vietnamese Buddhist monk in exile

University of Wisconsin–Whitewater Global Business Resource Center (GBRC)

Carlson Hall, Room 2018, 800 W. Main St., Whitewater, WI 53190, (262) 472-1722/1956; fax, 262-472-4863; E-mail: gbrc@uwwvax.uww.edu; Web site: http://academics.uww.edu/business/gbrc

The GBRC is designed to offer assistance to the business community in southeastern Wisconsin by facilitating the development of international business network/support teams. The Web site offers a fast way for teachers to get import and export data for Wisconsin with its handy links to the Milwaukee World Trade Association, the Department of Agriculture, the Department of Trade and Consumer Protection, the Department of Commerce, and the Wisconsin World Trade Centers.

Wisconsin Arts Board

101 E. Wilson, Madison, WI 53702, (608) 266-0190 (general); (608) 266-8106 (education); Web site: http://www.arts.state.wi.us; http://www.portalwisconsin.org

This teacher-friendly state agency mails upon request the *Wisconsin Touring and Arts in Education Artists Directory,* published biennially, listing outstanding literature, music, theater, and visual arts performers and educators for schools and communities. It has competitive funding cycles for various grant programs. Its Web page is a gateway to many other Wisconsin arts groups. The Folk Arts Education Coordinator works with a teacher network, has an interactive Web page, Wisconsin Folks, and hosts teacher workshops to promote and develop regional folk arts and folklife activities and materials.

Wisconsin Association of Foreign Language Teachers (WAFLT)

WAFLT Conference Information, PO Box 4010, Appleton, WI 54911; Web site: http://www.waflt.org

Some of Wisconsin's best-traveled educators are also its foreign language teachers. They gather for an outstanding convention each November and share instructional and cultural insights, materials, publications, advocacy, and networks. Member organizations include teacher groups specifically addressing needs of Japanese, Chinese, Spanish and Portuguese, German, French, and Russian, and LCTL (less commonly taught languages) learners.

Wisconsin Association of Mediators (WAM)

PO Box 44578, Madison, WI 53744-4578, (608) 848-1970; E-mail: wam@mailbag.com; Web site: http://www.wamediators.org

WAM hosts an annual November conference that often includes a preconference day to which elementary, middle school, and high school mediators are invited. It also can refer schools to area trainers in peer mediation and conflict resolution.

Wisconsin Coordinating Council on Nicaragua (WCCN)

PO Box 1534, Madison, WI 53701, (608) 257-7230; fax, (608) 257-7904; E-mail: wccn@wccnica.org; Web site: http://www.wccnica.org

WCCN is a nonprofit organization that has been working for peace and justice in Nicaragua since 1984. Nicaragua became a sister state with Wisconsin in the 1960s. WCCN's work is based on the premise of citizen diplomacy. Teachers are welcome to borrow resources from its small library and to contact WCCN for speakers on topics, for example, of labor rights and fair trade issues. WCCN's curriculum kit includes books, photographs, maps, newspapers, and tapes, primarily for elementary but also for middle and high school students.

Wisconsin Council for Economic Education

Center for Economic Education, University of Wisconsin–Stevens Point, Stevens Point, WI 54481, (715) 346-3310; E-mail: lweiser@uwsp.edu; Web site: http://www.WisEcon.org

This active, dynamic organization is an umbrella for nine Wisconsin Centers for Economic Education at public and private colleges and offers links to national and state academic standards in economics, awards, scholarships, student programs, teacher resources, and curriculum materials.

Wisconsin Council for the Social Studies (WCSS)

1412 N. Eagle Street, Oshkosh, WI 54902; Web site: http://www.ewcss.com/

WCSS is the state teacher organization for social studies. Annual conference attendees will find multiple session offerings with international content. The national organization with which WCSS is affiliated, the National Council for the Social Studies (NCSS), provides extensive international-related professional development and resources in its publications, the NCSS newsletter, and *Social Education*.

Wisconsin Department of Public Instruction

International Education, Integrated Education, and Foreign Language Consultants, PO Box 7841, Madison, WI 53707-7841, (608) 267-2278; fax (608) 266-1965; E-mail: madeline.uraneck@dpi.state.wi.us; gerhard.fischer@dpi.state.wi.us; s.paul.sandrock@dpi.state.wi.us

The department promotes world language grants, listservs, geography institutes, global educator and sister school conferences and other professional development programs. Its annual international programs include:

Chiba Assistant Language Teachers from Wisconsin

The board of education in Chiba funds 10 positions to enable Wisconsin teachers to spend one or two years teaching English in Japan's junior and senior high schools. The salary includes airfare, housing, and health insurance.

Chiba–Wisconsin Sister School Program

Ten elementary schools, five middle schools and five high schools are selected every three years to do annual curriculum projects with their sister school in Japan. On alternate years, a teacher from each school is selected to travel to the partner school in Japan, as part of a Sister School

Teacher Seminar. Located near Tokyo, Chiba Prefecture is Wisconsin's sister state.

Hessen–Wisconsin High School Student Exchange Program
High school sophomores or juniors enrolled in German as a foreign language are eligible to study in a school in Hessen, Germany, for three months in the spring, after first hosting a partner student from Germany during the fall semester in their home high school. Family involvement keeps costs minimal.

Hessen–Wisconsin Sister State Exchange
Every other year, six pairs of teachers—the German teacher and another teacher or administrator from the same district—are selected to travel to Wisconsin's sister state in central Germany, Hessen. The seminar focuses around a specific theme each year. German educators participate in a Wisconsin-hosted seminar. High schools that teach German are paired with schools in Germany, and summer student exchanges occur often.

Wisconsin–Japan Education Connection
Japan's national ministry of education selects certified teachers from all parts of Japan to spend a full semester in Wisconsin's schools. Wisconsin districts selected to participate host one to three teachers for a month, giving them not only opportunities to teach but also to see how schools work behind the scenes—school board meetings, student clubs, family involvement, and sports and community events. The Fulbright Memorial Fund (FMF) Teacher Program (see separate listing in this chapter under Teacher Travel Exchange) is the reciprocal part of this program, for which any K–12 teacher or administrator can apply.

Wisconsin Geographic Alliance (WIGA)

Department of Geography, PO Box 4004, University of Wisconsin–Eau Claire, Eau Claire, WI 54702, (715) 836-5161; fax, (715) 836-6027; E-mail: palmrs@uwec.edu; Web site: http://www.uwec.edu/wiga/

Founded to strengthen geography education in Wisconsin, WIGA, a professional organization, is affiliated with the national network of state geographic alliances initiated by the National Geographic Society in 1986. It is made up of a wide range of educators at all levels, primary through postsecondary, along with others interested in promoting the improvement of geographic education. WIGA provides geographic curriculum material and concepts for K–12 teachers of all subject areas. Examples include summer geography institutes, in-service workshops, and sample lesson plans.

Wisconsin Institute for Peace and Conflict Studies

Teaching Resource Center, LRC Room 0021 E, 900 Reserve St., University of Wisconsin–Stevens Point, Stevens Point, WI 54481, (715) 346-3383

A consortium dedicated to encouraging and legitimizing teaching and research on the roots of violence, national and global security issues (including ecological security), and on all factors necessary for a just global peace. The institute sponsors curriculum development, a speakers program, and conferences.

Wisconsin International Outreach Consortium (WIOC)

c/o Center for Latin American and Caribbean Studies, University of Wisconsin–Milwaukee, PO Box 413, Pearse Hall 168, Milwaukee, WI 53201, (414) 229-5986; E-mail: clas@uwm.edu; Web site: http://www.wisc.edu/wioc

WIOC is a nonprofit outreach organization combining the talents and facilities of six federally funded international programs at the University of Wisconsin–Milwaukee and the University of Wisconsin–Madison. As an organization, WIOC is dedicated to internationalizing educational curricula and professional knowledge through language and area studies. The WIOC centers perform a variety of individual outreach services, such as teacher-training workshops, particularly for K–12 and college educators.

Wisconsin International Trade Council (WITCO) Task Force on International Education

Web site: http://www.commerce.state.wi.us/ie/ie-witco.html

This site provides summary reports from former Governor Thompson's 1997 education initiative to ensure that Wisconsin students will be able to compete in the global marketplace. Committee reports included world languages, educational exchanges, and electronic connections. More than 200 citizens contributed to the project.

Wisconsin/Nicaragua Accredited Summer Language Exchange (See "Student Travel Exchange")

Wisconsin Nicaragua Partners of the Americas, Inc.

Room 215, Nelson Hall, University of Wisconsin–Stevens Point, Stevens Point, WI 54481, (715) 346-4702; fax, (715) 423-5404; Web site: http://wnp.uwsp.edu

Partners with Nicaragua work to promote and improve the living standard of Nicaraguan people with sewing centers, farmer-to-farmer projects, and the CHICA NICA doll dress project. They conduct travel exchange and volunteer projects to Nicaragua on a regular basis.

Wisconsin Sister Relationships, Inc.

c/o International Institute of Wisconsin, 1110 Old World Third St., Milwaukee, WI 53203; (414) 225-6220; fax (414) 225-6235

Organization members have chronicled the increasing numbers of Wisconsin sister city, sister state, sister university, sister county, sister school, and even sister chamber of commerce relationships. They appreciate updates of new or expired connections.

World Affairs Seminar

Roseman 2009, 800 W. Main St., University of Wisconsin–Whitewater, Whitewater, WI 53190, (888) 404-4049; fax, (262) 472-5210; E-mail: was@mail.uww.edu; Web site: http://www.uww.edu/conteduc/world.htm

If you want something really important to be done, you must not merely satisfy the reason, you must move the heart also.

Mohandas (Mahatma) Gandhi, Indian nationalist leader, 1869–1948

The World Affairs Seminar involves nearly 1,300 high school students from around the world (primarily juniors-to-be) in discussions on global problems and solutions. The one-week program, which takes place in mid-June, also includes films, panels, lectures, special international activities, and a high-level keynote speaker. Students play an important role in helping shape seminar directions and outcomes. Seminar fees for American and foreign exchange students are nominal and can be subsidized by scholarship awards from community service organizations.

World Languages (Foreign Languages)

Center for the Advancement of Language Learning

Web site: http://call.lingnet.org

Foreign language–learning resources and links—especially related to authentic materials (such as foreign language newspapers) and less commonly taught languages—are collected here for foreign language teachers and learners. The site includes references to multimedia language programs, instructional materials, multilingual browsing information, and goals in foreign language education.

Center for Applied Linguistics (CAL)

Web site: http://www.cal.org

CAL is a private nonprofit organization: a group of scholars and educators who use the findings of linguistics and related sciences in identifying and addressing language-related problems. CAL carries out a wide range of activities including research, teacher education, analysis and dissemination of information, design and development of instructional materials, technical assistance, conference planning, program evaluation, and policy analysis.

> ***The men are the wool of the tribe, but the women are the ones who weave the patterns.***
>
> —Arabic proverb

Concordia Language Villages

Web site: http://www.cord.edu/dept/clv/

Concordia Language Villages is an internationally recognized and respected world language and culture education program. With an annual enrollment in weekend and summer programs reaching 9,000, Concordia Language Villages draws young people from every state and several countries. Villagers may choose from 12 world language summer camps, all located in northern Minnesota: Chinese, Danish, English, Finnish, French, German, Japanese, Korean, Norwegian, Russian, Spanish, or Swedish. It also offers teacher-training programs on weekends and in the summer.

Ethnologue: Languages of the World

Web site: http://www.sil.org/ethnologue

Ethnologue is a comprehensive catalog of more than 6,700 languages spoken in 228 countries. The Ethnologue Name Index lists over 39,000 language names, dialect names, and alternate names. The Ethnologue Family Index organizes languages according to language families.

Foreign Language Teaching Forum (FLTEACH)

Web site: http://www.cortland.edu/flteach/

The Foreign Language Teaching Forum is an integrated service for foreign language teachers including this Web site, the E-mail listserv Academic Discussion List, and the FLTEACH Gopher at the State University of New York College at Cortland. Topics include foreign language teaching methods, school/college articulation, training of student teachers, classroom activities, curriculum, and syllabus design.

Language Links

Web site: http://polyglot.lss.wisc.edu/lss/lang/langlink.html

The University of Wisconsin Language Links Web site is organized by over 14 different language groups including African languages, French, German, Spanish, Asian languages, Italian, Portuguese, and many more.

National Council for Languages and International Studies

4646 40th Street NW, Suite 310, Washington, DC 20016-1859, (202) 966-8477; fax, (202) 966-8310; E-mail: info@languagepolicy.org; Web site: http://www.languagepolicy.org

This advocacy organization is a membership group supported by a large and impressive number of precollege and collegiate language and education groups. Their site updates members on current congressional action and legislation and suggests ways to influence policy makers to expand and improve language and international opportunities for U.S. students.

National Foreign Language Resource Centers

Web site: http://nflrc.msu.edu

Funded through the United States Department of Education (USDE), the nine National Foreign Language Resource Centers established at nine campuses around the United States support a number of coordinated programs of research; training; development; and dissemination of information related to second language teaching, learning, and assessment. The role of the centers is to improve the nation's capacity to teach and learn foreign languages effectively.

Selected Bibliography

Of the thousands of books about international education, the task force selected the following small handful of favorites recommended and annotated by teachers who use them often. These books highlight curriculum approaches or ways of organizing global studies.

When spider webs unite, they can tie up a lion.

—Ethiopian proverb

Barber, B. R. ***Jihad vs. McWorld: How Globalism and Tribalism Are Reshaping the World.*** New York: Ballantine Books, 1996. *Jihad* is the term this highly respected scholar uses to denote the increasing radicalism and conflict in the world, much of it intranational. *McWorld* is his term for the globalization reaching into every corner of the world. One may not agree with all of Barber's views, but the book has been extremely popular for its coverage of issues vital to our time. The book became an unintentional rationale and idea catalyst for international education.

Cha, Dia, and Norma Livo. ***Folk Stories of the Hmong,*** 1991. Also ***Teaching with Folk Stories of the Hmong: An Activity Book,*** 2000. Libraries Unlimited, Inc. PO Box 6633 Englewood, CO, (800) 155-6633; http://www.lu.com. Both books are extremely useful and authentic. The first is a brief history of the Hmong people and their cultures, plus 27 folk tales. The second helps teachers construct activities around cultural and historical topics. Coauthor Dia Cha shares her experiences growing up in Laotian villages, escaping from communist soldiers, living in refugee camps in Thailand, and coming to the United States. Activities connect to themes such as farming and food, storytelling, writing and illustrating stories, and customs and symbols.

Collins, H.T., F.R. Czarra, and A.F. Smith. 1998. **"Guidelines for Global and International Studies Education: Challenges, Cultures, and Connections."** *Social Education* 62 (5): 311–17. Though published in a social studies journal, this is one of the most comprehensive overviews of global perspectives in education and applies to all disciplines and grade levels. The book is a synthesis of the "best of" writing on the topic over the past few decades, resulting in a thoughtful framework for curriculum content and objectives.

Cougan, John J., and Ray Derricott. ***Citizenship for the 21st Century: An International Perspective on Education.*** London: Kogan Page, 2000. The book reports on the Citizenship Education Policy Study Project that surveyed 182 experts from Europe, Japan, North America, and Thailand about trends and global competencies needed for the new century. The report offers a broad and inspiring vision where schools can become model communities of "multidimensional citizens."

Cushner, Kenneth, ed. ***International Perspectives on Intercultural Education.*** Mahwah, NJ: Lawrence Erlbaum, 1998. Educators from 13 diverse countries discuss policy and approaches to multicultural education in their own nations.

Diaz, C.F., B.G. Massialas, and J.A. Xanthopoulos. ***Global Perspectives for Educators.*** Boston: Allyn and Bacon, 1999. This book delves into the concept of global education and its relationship with other fields and offers a framework for world affairs and global perspectives, including a helpful categorization of educational objectives. Global Perspectives is very good in connecting to the curriculum, considering springboard materials, and offering instructional and assessment strategies. Provides a practical guide to addressing several global issues in considerable depth.

Friedman, T.L. ***The Lexus and the Olive Tree.*** New York: Anchor, 2000. Friedman is a foreign affairs columnist for the *New York Times* and a popular talk show guest. He draws upon analogies to describe the phenomenon of globalization, but this book does a better job of providing colorful local/global anecdotes useful in discussions with students.

Hamilton, J. ***Entangling Alliances: How the Third World Shapes Our Lives.*** Cabin John, MD: Seven Locks Press, 1990. One may have problems with the label "Third World," but Hamilton's book presents a wonderful array of examples highlighting global interdependence. From biodiversity to music and tourism to technology, the connections are clear and compelling. Helpful are recommendations for U.S. policy (good for classroom debate) and extensive endnotes (for further reading or student research).

Hanvey, R.G. "An Attainable Global Perspective." In ***Next Steps in Global Education: A Handbook for Curriculum Development,*** edited by W.M. Knipp. New York: American Forum, 1987. This book is recognized as one of the seminal works on global perspectives and used extensively in professional development programs for teachers—the seed from which many other works on the topic grew. Hanvey describes five main attributes of a truly global citizen and provides good rationale for helping students get there.

Hmong in America: We Sought Refuge Here. Appleton: League of Women Voters of Appleton. 1990. Available from Social Studies Coordinator, Appleton Area School District, 120 E. Harris St., PO Box 2019, Appleton, WI 54913, (920) 832-6283. Wisconsin ranks third in the United States for having large numbers of Hmong Americans. The Appleton school district was one of the first to put out curriculum materials that build on the rich history and customs of this new immigrant group. This activity book has been much-used and appreciated and is being joined by excellent frontline work by other districts. See the "Exemplary Program" section in Chapter 6 of this guide for work at D.C. Everest High School.

Jarchow, E., R. Midkiff, and S. Pickert, eds. ***Practical Lessons to Promote a Global Perspective in Elementary Education.*** Washington, DC: American Association of Colleges for Teacher Education, 1998. This book for elementary school teachers presents a rationale for developing a global perspective and provides sample lesson plans and a curriculum resource guide. It includes stories from one teacher's global experiences and nine sample lessons written for elementary teachers.

Koltyk, Jo Ann. ***New Pioneers in the Heartland: Hmong Life in Wisconsin*** (Part of the ***New Immigrants Series,*** Nancy Foner, Series Editor). Boston: Allyn & Bacon, 1998. Hmong refugees from Laos and their adaptation to life in Wisconsin, with special focus on families and their daily life routines, are subjects for this excellent work. As an anthropologist, Koltyk has good cross-cultural sensitivity, and writes in a lively and readable style.

Menzel, Peter. ***Material World: A Global Family Portrait.*** San Francisco: Sierra Club Books, 1994. This remarkable book illustrates the material possessions of 30 families from around the globe. It puts a human face on the issues of population, environment, social justice, and consumption. Teachers like Wisconsin's Medford Area Middle School social studies and science instructor Jeanine Staab (staabje@medford.k12.wi.us) have found it effective in helping young teens understand the profound differences in the distribution of wealth and resources on planet Earth. Staab uses it to introduce statistical interpretation skills, demographics, geography, and current events. Students learn, for example, that "population per physician" correlates with "infant mortality," or they count and discuss the greater resources demanded to support lives of most northern hemisphere families.

Mundahl, John, ed. ***Tales of Courage, Tales of Dreams: A Multicultural Reader.*** Reading, MA: Addison-Wesley Publishing Company, 1993. This is a collection of stories, poems, and folktales written for beginning and intermediate level students and ESL students. Various cultures and age groups, for example, Hmong teens, are represented under universal themes such as love, courage, dreams, and triumphs. Each section has reading and writing responses so it is easily assimilated into the existing curriculum.

Pike, Graham. **"Global Education Viewed from around the World."** *Theory into Practice* 39 (2). In this journal seven diverse authors share their interpretations and perceptions of global education in Australia, Canada, Japan, Jordan, and the United Kingdom. Topics include "Global Education and National Identity," "From World Studies to Global Citizenship," "A Concern for Justice," "The Importance of Ecological Thinking," "Improving the Quality of Learning," "Human Rights," and "Experiences from Teaching Aboriginal Students."

Pike, Graham, and David Selby. ***In the Global Classroom,*** Vol. I (1999) and Vol. II (2000). Toronto: Pippin, (888) 889-0001; Web site: http://www.pippinpub.com. Two theme-based collections of practical, reproducible classroom activities across many disciplines and grade levels. Selby and Pike are two of Canada's most well known global educators. Volume I activities focus on personal and world awareness, and Volume II on peace and social justice activities. Introduction is clear and inspiring and gives teachers a solid framework in which to place and integrate the activities.

Reagan, Timothy. ***Non-Western Educational Traditions: Alternative Approaches to Educational Thought and Practice.*** Mahwah, NJ: Lawrence Erlbaum, 1996. The author explores various non-Western cultural and historical educational traditions as a means to inform our own educational efforts.

Ross Rall, Dorothy. ***Bridges to International Understanding: A Handbook for American Teachers and for International Guests in Their Classrooms.*** 2d ed. East Lansing: Office of International Education Exchange, Michigan State University, 1994. This small handbook, dog-eared in many teacher's classrooms from years of use, has become a classic in helping teachers make the international guest an integral part of any K–12 classroom, regardless of the subject matter. This guide draws heavily upon it in the Guidelines for Having an International Guest in the Classroom in Chapter 3.

Tye, K.A., and B. Tye. ***Global Education: A Study of School Change.*** Orange, CA: Interdependence Press, 1992. E-mail: Interdependencep@earthlink.net. An in-depth analysis of the successes and failures experienced by a network of 13 schools as they went about the task of infusing a global perspective into their curricula. For reading about practical strategies and applications, partnerships, professional development, benefits, and obstacles, it doesn't get much better than this.

Tye, K.A., and B. Tye. ***Global Education: A Worldwide Movement.*** Orange, CA: Interdependence Press, 1999. E-mail: Interdependencep@earthlink.net. A very readable report on the findings of a study of global education practices in the elementary and secondary schools in 52 countries in various parts of the world, this book includes chapters on definitions, curriculum content, teaching methods, teacher education, barriers to implementation, and the uses of technology and other new initiatives. Foreword by Oscar Arias, winner of the 1987 Nobel Peace Prize.

Uchida, D., M. Cetron, and F. McKenzie. ***Preparing Students for the 21st Century.*** Arlington, VA: American Association of School Administrators, 1996. This book should help spark global motivation and vision in school administrators and school board members. Covered succinctly are issues of culture, diversity, foreign languages, geography, global economics, and world affairs. Reinforcement for the strategy overall is provided by research findings and quotations from leading educators. Includes attention to parents, communities, and business partners.

Wilson, Angene. ***The Meaning of International Experience for Schools.*** Westport, CT: Praeger Publishers, 1993. As Wilson says, "The concepts of perspective and common humanity are foundation stones for this book," which is a collection of case studies of global, worldviews approaches to education. Insight is shared on the topics of international student visitors in the classroom, of an international studies academy, and about how to take full advantage of experiences abroad. This is one of the best books available for those interested in embracing the world for the sake of self and student learning.

Zaniewski, Kazimierz, and Carol J. Rosen. ***The Atlas of Ethnic Diversity in* Wisconsin**. Madison: University of Wisconsin Press, 1998. An authoritative resource with clearly drawn, colorful maps to show where Wisconsin's pluralistic population lives now and originated from. Based on the 1990 U.S. Census. (See Chapter 8, Appendix III, "Wisconsin Ethnic Groups.")

I would like happiness, but not at the expense of the unhappy, and I would like freedom, but not at the expense of the unfree.

—Yevgeny Yevtushenko, Russian poet and dissident

Appendices for International Education

8

Students identify with the simple tasks of daily life, like hair braiding done by an older sister in Sierra Leone. (Jeanne Tabachnick)

Appendix I Defining International Education

Appendix II International Education Policy

Appendix III Wisconsin Ethnic Groups

Appendix IV Multicultural Calendar

Appendix V DPI Publications with Global Emphasis

Appendix VI US Embassies

Appendix I
Defining International Education

International education calls for the infusion of global perspective into all disciplines and at all grade levels. It is not a field or a separate subject in itself. Rather than a patchwork of occasional attention to the world and our connections to it, international education is a thread woven into the fabric of the entire school curriculum.

The definitions and applications of global studies and multicultural education coincide or overlap with those of international education, as is evident in the definitions that follow.

It is more important to get global education activity under way than to spend great amounts of time initially discussing and debating its meaning.

—Dr. Kenneth Tye, Global Education: A Worldwide Movement

Definitions

International Education

International education teaches about the lives and the natural and social contexts of people living in other countries and cultures and actively promotes immersion experiences in other cultures. International education explores interactions and connections among nations, especially the ways in which other peoples and cultures impact our daily lives. International education is an approach that creates awareness of political, economic, scientific, and cultural interdependence that exists across national and cultural borders. International education acknowledges the complexity of the world's peoples, including their differences, similarities, conflicts, and connections.

International education embraces all subjects, grade levels, and nationalities. Through international education, students and teachers broaden their experience and come to understand the commonalities and differences of cultures within our own and other countries.

Students learn through contact with a variety of people from cultures in their own and other countries, through learning and speaking languages other than English, and through firsthand travel. They learn as well through reading books; watching films; undertaking interactive Web page projects; and participating in music, dance, dramatics, and visual arts.

Global Studies/Global Education

Global studies address broad social and environmental topics that impact the land, people, and species on Earth. Students study interconnections between natural and social systems, including planet management (resources, energy, environment), species biodiversity, weather, race and ethnicity, population, conflict and its control, economic and political systems, world religions and philosophies, and human rights and social justice. The goal of global studies is to help students explore content, address problems, and develop potential solutions that cross national and group boundaries.

Multicultural Education

Multicultural education explores the diversity of ethnic groups and cultural practices and beliefs that inhabit a space as small as a family or a classroom or school, or as large as a nation or planet Earth. Rather than dealing with international relations involving various cultures, multicultural education focuses on multiple cultural groups within a single nation, such as the United States, France, Sweden, Indonesia, or South Africa. A study of unique histories and cultural interactions helps students make decisions about political and social issues and take action to seek local and global solutions. Studying the multicultural variety in the United States leads students to expect and search for the multicultural variety that exists in other countries.

James Banks, an eloquent scholar who has written extensively on multicultural education, lists five dimensions of multicultural education. A continuum is implied, and teachers can find their own and their school's approach to multicultural education within.

1. **Content integration**—using examples and content from a variety of cultures in their teaching.

2. **Knowledge construction**—helping students understand, investigate, and determine how the implicit cultural assumptions, frames of reference, perspectives, and biases within a discipline influence the ways that knowledge is constructed.

3. **Prejudice reduction**—facilitating positive student attitudes, knowledge, and skills about diverse groups, fairness, inclusiveness, and nondiscrimination through instructional methods and materials.

4. **An equity pedagogy**—modifying teaching in ways that will facilitate the academic achievement of students from diverse racial, cultural, gender, and social class groups.

5. **An empowering school culture**—changing a school's staff, student and community rules, roles, and relationships that affect differential participation, achievement, and outcomes by diverse racial, ethnic, cultural, gender, and other social groups (Banks 1994, 337).

Culture

Each of us has learned how to act appropriately as a member of one or more cultures. Each culture has material observable characteristics, including, as examples, the clothes we wear for particular occasions, the ways we speak, the foods we eat, the ceremonies and celebrations we take part in, the houses we live in, and the arts we enjoy.

Each culture has more abstract characteristics that are not directly observable but may be inferred. Examples include values that direct our behavior, beliefs about what is true or false, ways of judging the truth of statements, feelings of respect or rejection, viewpoints of how we see the world, and ways we decide what our observations mean. Culture is dynamic. In the process of acquiring culture, the person learning the culture changes it; in the process of transmitting culture, the person transmitting it changes it. Cultures continually change to accommodate the people who live in them, at the same time as culture shapes their perceptions, beliefs, values, and behavior.

Cultural Inquiry

Cultural inquiry requires cultural dialogue, implying both listening and speaking. Listening (reading, hearing, viewing, exploring) involves receptivity to the voices of people speaking from their own contexts. In this sense, people may include classmates from other cultures; international and multicultural guests in the classroom; and people who the student meets on videos, in exhibits, and in curriculum materials.

Speaking involves trying to share with others one's own ways of seeing, believing, valuing, or acting in typical situations. Speaking can also mean trying to restate someone else's perspective to check on the completeness and accuracy of your understanding.

During cultural inquiry, teachers and students try to learn to read nonverbal cues and contexts. Teachers who use cultural inquiry make the use of the experiences and perspectives of minority and international students part of the curriculum.

The focus of cultural inquiry can be local or global. *Local* refers to studying ourselves and people near at hand, whereas a *global* focus can refer to topics physically or culturally farther away or to a broader view of a topic.

Methodology for cultural inquiry can include fieldwork, such as studying folklore or observing and interviewing people from a variety of ethnic groups and then thinking about and making sense of the data collected. It can include reading collections of accounts by cultural "explorers" or cultural spokespersons as well as historical research, using a variety of narratives and documents.

How do teachers use cultural dialogue to help students "see" the culture in which they are immersed? Students discover culture, for example, by (1) examining their own lives and activities, beliefs, and perspectives; (2) discovering ways others in their classroom lead lives different from their own; (3) trying to view the world from the perspective of others; (4) undertaking actual travel experiences; (5) "traveling" via books, music, theater, and visual arts; (6) undertaking historical studies; or (7) engaging in citizen action or service learning to make a difference.

Glossary of Other Terms Relating to International Education

Area studies Studies that focus on a specific geographic region of the world, such as Middle Eastern studies, African studies, or Latin American studies. Study of one or two languages of the region, as well as the region's politics, natural context, geography, economics, arts, history, religions, and literature, helps students gain an understanding of how diverse and complex the human experience is within a single part of the globe.

Bias 1. Any attitude, belief, or feeling that results in, and helps to justify, unfair treatment of an individual because of his or her identity (Derman-Sparks 1989).

2. An inclination for or against a person or group of persons based, in whole or in part, on sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability that inhibits impartial judgement affecting pupils (Wisconsin State Legislature 1986).

Bias, seven forms of Curricular bias in materials and structure includes the following:

1. *Invisibility.* Underrepresentation of certain groups, which can imply that these groups are of less value, importance, and significance.

2. *Stereotyping.* Assigning only traditional or rigid roles or attributes to a group, thus limiting the abilities and potential of that group; denying students a knowledge of the diversity and complexity of, and variations among, any group of individuals.

3. *Imbalance/selectivity.* Presenting only one interpretation of an issue, situation, or group; distorting reality and ignoring complex and differing viewpoints through selective presentation of materials.

4. *Unreality.* Presenting an unrealistic portrayal of this country's history and contemporary life experience.

5. *Fragmentation/isolation.* Separating issues relating to people of color and women (or other protected groups) from the main body of text.

6. *Linguistic bias.* Excluding the roles and importance of females by constant use of the generic *he* and sex-biased words. Linguistic bias includes issues of ethnicity, culture, and language proficiency as well.

7. *Cosmetic bias.* Creating an illusion that particular texts or materials have been infused with equity and diversity when in fact minimal efforts to conduct new research and address diversity throughout the entire content have been made. Shortcuts to transformation of texts include adding a few pictures and adding "special focus sections" that discuss, yet segregate information about underrepresented groups with exceptional or stereotypic stories (Sadker and Sadker 1982).

Connected curriculum Involves making connections between experiences in school and out of school or between planned learning experiences and previous learning, or simply moving beyond the fragmented, separate subject or skill approach. Two major approaches to designing connected curriculum are the multidisciplinary and the integrated approaches. The multidisciplinary model maintains distinctions between individual subjects whereas the integrated model does not.

Cultural competence 1. A set of congruent behaviors, attitudes, and policies that come together in a system, agency, or professional and enable that system, agency, or professional to work effectively in cross-cultural situations. A culturally competent system acknowledges and incorporates at all levels the importance of culture, the assessment of cross-cultural relations, vigilance towards the dynamics that result from cultural differences, the expansion of cultural knowledge, and the adaptation of services or instruction to meet culturally unique needs (Cross 1998, 1).

2. A lifelong process that includes the examination of personal attitudes, the acquisition of relevant knowledge, and the development of skills that facilitate working effectively with individuals and groups who are culturally different from one's own self (*Focal Point* 1988).

Cultural pluralism 1. A society characterized by cultural pluralism is one in which different cultures or ethnic groups live together in harmony and mutual respect, each retaining some of its cultural identity. There is cooperation of the various groups in the civic and economic institutions of the society and a peaceful coexistence of diverse lifestyles, folkways, manners, language patterns, religious beliefs and practices, and family structures (Lebow 1988).

2. A characterization of U.S. society as a universal (common) culture that includes microcultural groups. It accepts ethnic and cultural diversity and the desirability of maintaining ethnic identity within the economic and political systems of the common U.S. culture. This is a view of the U.S. society as a "salad bowl" rather than a "melting pot." Another emphasis is on the ideal that cultural diversity is a valuable resource that should be preserved and extended. This view of U.S. society endorses the principle that there is not one model American.

Diversity Differences among people or peoples reflected in a variety of forms, including but not limited to race, culture, perspective, talent, interest, ability, gender, sexual orientation, age, religion, language, and socioeconomic status (Lebow 1998).

Ethnic Of or relating to people grouped according to a common racial, national, tribal, religious, linguistic, or cultural origin. People who share a sense of group identity because of these factors (Lebow 1998).

Wealth without work
Science without
humanity
Pleasure without
conscience
Worship without
sacrifice
Knowledge without
character
Politics without
principle
Commerce without
morality

—Mohandas (Mahatma) Gandhi, 1869–1948, Indian nationalist leader, "Seven Blunders of the World that Lead to Violence"

Ethnic or cultural group identity That part of each of us that relates to what we have learned and internalized from the cultural group or groups to which we belong. Individuals may identify with one or more ethnic or cultural groups according to how they define themselves, or others may assign them this identity. Even within groups, differences are apparent and discrimination or harassment may occur among group members due to attitudes held about factors such as social standing, skin color, dialect, national origin, or tribal affiliation. Sensitivity to the way group identity has been determined and the way individuals accept or reject this identification is important.

Ethnic minority group An ethnic group that has unique behavioral or racial characteristics that enable other groups to easily identify its members. These groups are often a numerical minority within the nation-state and the victims of institutionalized discrimination. Jewish Americans are an example of an ethnic group differentiated on the basis of cultural and religious characteristics. African Americans, Mexican Americans, and Japanese Americans are differentiated on the basis of both biological and cultural characteristics.

The term *ethnic minority group* is being used increasingly less within academic communities because of the nation's changing racial, ethnic and language characteristics. In many major cities, such as Milwaukee and Chicago, students of color in the public schools make up majorities rather than minorities. The U.S. Census estimates that in 2052, whites will comprise only 52.5 percent of the U.S. population (Banks 1999, 115–16).

Integrated curriculum Integrated curriculum approaches do not maintain the identities or separate subjects. Instead, educational activities organically integrate knowledge and skills from many subjects. Content and skills are taught, learned, and applied as the need arises in studying particular themes.

Interdisciplinary See *multidisciplinary*.

Internet The huge worldwide network or "network of networks" of government, business, and university computers. Currently, there is only one Internet, but due to the huge and growing numbers of sites coupled with slow access speeds, others are being planned.

Knowledge construction The process that helps students understand how social, behavioral, and natural scientists create knowledge and how their implicit cultural assumptions, frames of references, perspectives, cultural contexts and biases influence the knowledge they construct (Banks 1999, 116).

K–12 or PK–12 Elementary, middle, and secondary schools ranging in grades from kindergarten (K) or prekindergarten (PK) to grade 12.

Multidisciplinary Multidisciplinary approaches are based on an organizing center, such as a theme, topic, or problem. The organizing center allows connections between and among knowledge and skills drawn from various subjects. In a multidisciplinary framework, the separate subjects retain their identity and, typically, have separate time slots in the school schedule.

People of color A collective term that includes all the various national, ethnic, or cultural groups of the United States that are regular targets of bigotry and prejudice, including African Americans, Asian Americans, American Indians, and Latino or Hispanic Americans. Historically termed *minorities*, these people are numerically the majority globally and in parts of the United States (Lebow 1988).

Powerful ideas Key concepts or themes, such as culture, socialization, power and discrimination, that are used to organize lessons, units, and courses. In conceptual teaching, instruction focuses on helping students to see relationships and to derive principles and generalizations (Banks 1999, 117).

Prejudice 1. A preconceived, usually unfavorable opinion marked by suspicion, fear, intolerance, or hatred that is directed against a certain racial, religious, cultural, ethnic, or gender group or individuals perceived to be members of such a group (Lebow 1998).

2. An attitude, opinion, or feeling formed without adequate prior knowledge, thought, or reason. Prejudice can be prejudgment for or against any person, group, or sex (Derman-Sparks 1989).

Service learning A method of teaching and learning that combines academic work with service to the community. Students learn by doing through a clear application of skills and knowledge while helping meet needs in the school or greater community.

Standards *Content standards* refer to *what* students should know and be able to do. *Performance standards* tell *how* students will show that they are meeting a standard. *Proficiency standards* indicate *how well* students must perform. *Program standards* delineate *who* other than the learner (administrators, parents, policy makers) have responsibilities to ensure quality academic programs.

Stereotype 1. An oversimplified generalization about a particular group, race, or sex that usually carries derogatory implication (Derman-Sparks 1989).

2. Attributing behaviors, abilities, interests, values, and roles to a person or group of persons on the basis, in whole or in part, of the sex; race; religion; national origin; ancestry; creed; pregnancy; marital or parental status; sexual orientation; or physical, mental, emotional, or learning disability (Wisconsin State Legislature 1986).

Theme An organizing center for connected curriculum. A topic or subject; a recurring, unifying subject or idea.

Topic See *Theme*.

World Wide Web (WWW) The WWW is a weblike interconnection of millions of pieces of information and documents located on computers around the world. Web documents use a hypertext language that incorporates text, sound, and graphical images and links to other documents and files on Internet-connected computers. The WWW allows for "point-and-click" navigation of the Internet.

Thanks to Barbara Bitters (1994) and the Wisconsin Department of Public Instruction's Equity Team for compilation of many of these definitions.

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Appendix II
International Education Policy

At the federal level, U.S. President William Clinton (1993–2001) was among the first to outline a comprehensive vision for development and expansion of international education. In a directive to executive department and agency heads on April 19, 2001[1], he specified the following policies and recommendations.

> To continue to compete successfully in the global economy and to maintain our role as a world leader, the United States needs to ensure that its citizens develop a broad understanding of the world, proficiency in other languages, and knowledge of other cultures. America's leadership also depends on building ties with those who will guide the political, cultural, and economic development of their countries in the future. A coherent and coordinated international education strategy will help us meet the twin challenges of preparing our citizens for a global environment while continuing to attract and educate future leaders from abroad.
>
> Since World War II, the Federal Government, in partnership with institutions of higher education and other educational organizations, has sponsored programs to help Americans gain the international experience and skills they will need to meet the challenges of an increasingly interdependent world. During this same period, our colleges and universities have developed an educational system whose reputation attracts students from all over the world.
>
> But our work is not done. Today, the defense of U.S. interests, the effective management of global issues, and even an understanding of our Nation's diversity require ever-greater contact with, and understanding of, people and cultures beyond our borders.
>
> We are fortunate to count among our staunchest friends abroad those who have experienced our country and our values through in-depth exposure as students and scholars. The nearly 500,000 international students now studying in the United States at the postsecondary level not only contribute some $9 billion annually to our economy, but also enrich our communities with their cultures, while developing a lifelong appreciation for ours. The goodwill these students bear for our country will in the future constitute one of our greatest foreign policy assets.

- It is the policy of the Federal Government to support international education. We are committed to:
  - encouraging students from other countries to study in the United States;
  - promoting study abroad by U.S. students;
  - supporting the exchange of teachers, scholars, and citizens at all levels of society;
  - enhancing programs at U.S. institutions that build international partnerships and expertise;

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[1] The full text is archived in the U.S. State Department Web site at http://exchanges.state.gov/education/remarks/whstatement.htm, last accessed June, 2002.

- expanding high-quality foreign language learning and in-depth knowledge of other cultures by Americans;
- preparing and supporting teachers in their efforts to interpret other countries and cultures for their students; and
- advancing new technologies that aid the spread of knowledge throughout the world.

The Federal Government cannot accomplish these goals alone. Educational institutions, State and local governments, non-governmental organizations, and the business community all must contribute to this effort. Together, we must increase and broaden our commitment. Therefore, I direct the heads of executive departments and agencies, working in partnership with the private sector, to take the following actions:

1. The Secretaries of State and Education shall support the efforts of schools and colleges to improve access to high-quality international educational experiences by increasing the number and diversity of students who study and intern abroad, encouraging students and institutions to choose nontraditional study-abroad locations, and helping underrepresented U.S. institutions offer and promote study-abroad opportunities for their students.
2. The Secretaries of State and Education, in partnership with other governmental and non-governmental organizations, shall identify steps to attract qualified post-secondary students from overseas to the United States, including improving the availability of accurate information overseas about U.S. educational opportunities.
3. The heads of agencies, including the Secretaries of State and Education, and others as appropriate, shall review the effect of U.S. Government actions on the international flow of students and scholars as well as on citizen and professional exchanges, and take steps to address unnecessary obstacles, including those involving visa and tax regulations, procedures, and policies.
4. The Secretaries of State and Education shall support the efforts of state and local governments and educational institutions to promote international awareness and skills in the classroom and on campuses. Such efforts include strengthening foreign language learning at all levels, including efforts to achieve bi-literacy, helping teachers acquire the skills needed to understand and interpret other countries and cultures for their students, increasing opportunities for the exchange of faculty, administrators, and students, and assisting educational institutions in other countries to strengthen their teaching of English.
5. The Secretaries of State and Education and the heads of other agencies shall take steps to ensure that international educational exchange programs, including the Fulbright program, are coordinated through the Interagency Working Group on United States Government–Sponsored International Exchange and Training, to maximize existing resources in a non-duplicative way, and to ensure that the exchange programs re-

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ceive the support they need to fulfill their mission of increased mutual understanding.

6. The Secretary of Education, in cooperation with other agencies, shall continue to support efforts to improve U.S. education by developing comparative information, including benchmarks, on educational performance and practices. The Secretary of Education shall also share U.S. educational expertise with other countries.
7. The Secretaries of State and Education shall strengthen and expand models of international exchange that build lasting cross-national partnerships among educational institutions with common interests and complementary objectives.
8. The Secretary of Education and the heads of other agencies, in partnership with State governments, academic institutions, and the business community, shall strengthen programs that build international expertise in U.S. institutions, with the goal of making international education an integral component of U.S. undergraduate education and, through graduate and professional training and research, enhancing the Nation's capacity to produce the international and foreign-language expertise necessary for U.S. global leadership and security.
9. The Secretaries of State and Education, in cooperation with other agencies, the academic community, and the private sector, shall promote wise use of technology internationally, examining the implications of borderless education. The heads of agencies shall take steps to ensure that the opportunities for using technology to expand international education do not result in a widening of the digital divide.
10. The Secretaries of State and Education, in conjunction with other agencies, shall ensure that actions taken in response to this memorandum are fully integrated into the Government Performance and Results Act (GPRA) framework by means of specific goals, milestones, and measurable results, which shall be included in all GPRA reporting activities, including strategic plans, performance plans, and program performance reports.

Items 1–10 of this memorandum shall be conducted subject to the availability of appropriations, consistent with the agencies' priorities and my budget, and to the extent permitted by law.

The Vice President shall coordinate the U.S. Government's international education strategy. Further, I direct that the heads of agencies report to the Vice President and to me on their progress in carrying out the terms of this memorandum.

This memorandum is a statement of general policy and does not confer a private right of action on any individual or group.

Appendix III
Wisconsin's Ethnic Groups

Wisconsin's Population by Ethnic Origin, 1990: Comparative Statistics for Wisconsin and the United States

Group	Wisconsin's Population	U.S. Population	Wisconsin's Rank Among States	Wisconsin's Population as Percentage of U.S. Population
Population of African Ancestry				
African Americans	244,305	29,930,524	26	0.8
Sub-Saharan African ancestry	3,419	469,285	28	0.7
Population of Asian and Pacific Island Ancestry				
Asian ancestry	52,369	6,876,394	19	0.8
Asian Indian ancestry	6,270	786,694	19	0.8
Cambodian ancestry	454	149,047	30	0.3
Chinese ancestry	7,397	1,648,696	23	0.4
Filipino ancestry	4,013	1,419,711	27	0.3
Hmong ancestry	16,980	94,439	3	18.0
Japanese ancestry	2,744	866,160	28	0.3
Korean ancestry	5,718	797,304	21	0.7
Laotian ancestry	3,389	147,375	8	2.3
Pakistani ancestry	540	81,691	20	0.7
Vietnamese ancestry	2,294	593,213	31	0.4
Pacific Islander ancestry	689	350,592	34	0.2
Population of Central and South American Ancestry				
Hispanic ancestry	87,609	21,900,089	24	0.4
Central American ancestry	1,938	1,323,830	28	0.1
Cuban ancestry	1,502	1,053,197	25	0.1
Mexican ancestry	56,903	13,393,208	16	0.4
Puerto Rican ancestry	17,813	2,651,815	13	0.7
South American ancestry	2,327	1,035,602	29	0.2
West Indian ancestry	1,994	1,058,345	26	0.2
Population of North American Ancestry				
Canadian ancestry	2,649	361,612	27	0.7
Native Americans	39,367	1,937,391	15	2.0
U.S. or American ancestry	76,558	13,039,560	33	0.6
Population of Central European Ancestry				
Austrian ancestry	14,059	545,856	10	2.6
German ancestry	2,209,701	45,583,932	6	4.8
Pennsylvania German ancestry	1,937	246,461	21	0.8
Swiss ancestry	36,281	607,833	4	6.0
Population of Eastern European Ancestry				
Albanian ancestry	633	38,361	11	1.7
Croatian ancestry	14,334	409,458	7	3.5
Czech ancestry	59,855	1,012,576	5	5.9
Hungarian ancestry	13,577	997,545	15	1.4
Jewish ancestry*	28,500	5,900,000	20	0.5
Latvian ancestry	2,507	75,747	10	3.3

Wisconsin's Population by Ethnic Origin, 1990: Comparative Statistics for Wisconsin and the United States *(Continued)*

Group	Wisconsin's Population	U.S. Population	Wisconsin's Rank Among States	Wisconsin's Population as Percentage of U.S. Population
Lithuanian ancestry	10,295	526,089	12	2.0
Polish ancestry	325,320	6,542,844	7	5.0
Romanian ancestry	1,421	235,774	22	0.6
Russian ancestry	18,251	2,114,506	21	0.9
Serbian ancestry	4,391	89,583	7	4.9
Slovak ancestry	26,263	1,210,652	12	2.2
Slovene ancestry	4,353	87,500	5	5.0
Ukrainian ancestry	4,479	514,085	19	0.9
Population of Northern European Ancestry				
Danish ancestry	42,955	980,868	6	4.4
Finnish ancestry	23,288	465,070	5	5.0
Icelandic ancestry	431	27,171	15	1.6
Norwegian ancestry	257,345	2,517,760	3	10.2
Swedish ancestry	88,121	2,881,950	10	3.1
Population of Southern European Ancestry				
Greek ancestry	10,382	921,782	20	1.1
Italian ancestry	96,719	11,286,815	20	0.9
Portuguese ancestry	1,104	900,060	36	0.1
Spanish ancestry	2,008	519,136	30	0.4
Population of Western European Ancestry				
Belgian ancestry	36,822	248,075	2	14.8
Dutch ancestry	86,556	3,475,410	14	2.5
English ancestry	218,230	22,703,652	33	1.0
French ancestry	145,032	8,500,307	18	1.7
Irish ancestry	281,309	22,721,252	28	1.2
Luxemburger ancestry	4,269	28,846	2	14.8
Scottish ancestry	57,006	7,649,503	36	0.7
Welsh ancestry	13,415	1,038,603	24	1.3
Population of Middle Eastern Ancestry				
Arab ancestry	5,086	716,391	25	0.7
Armenian ancestry	2,203	267,975	15	0.8
Iranian ancestry	1,176	220,714	25	0.5
Turkish ancestry	480	66,492	22	0.7
Total Population	**4,891,769**	**248,709,873**	**16**	**2.0**

Source: Kazimierz Zaniewski and Carol J. Rosen, *The Atlas of Ethnic Diversity in Wisconsin* (Madison: University of Wisconsin Press, 1998), 206–7. Used with permission and appreciation.

Note: Statistics for the Jewish population come from American Jewish Committee (1997); *The American Jewish Committee: Advancing Religious, Ethnic, and Racial Understanding Worldwide;* Web site: http://www.ajc.org. All other statistics are U.S. Census Bureau figures from *1990 Census: Population and Housing Summary*. 1993. Washington, DC: U.S. Dept. of Commerce, Economics, and Statistics Administration, Bureau of Census.

Appendix IV
Multicultural Calendar

A global and multicultural perspective needs to pervade the entire curriculum and school culture and not merely be limited to celebrations on certain days. An outpouring of multicultural and international materials helps teachers and teachers create new perspectives and change school environments. Making a multicultural calendar is in itself an excellent student research activity. It helps students understand the composition of and issues facing peoples of the world. A few examples include:

January	Chinese Heritage Month	
February	African American History Month	
	February 21	Unity Day (Arab)
March	Women's History Month	
	Music in Our Schools Month	
	Youth Art Month	
	Second week in March	Foreign Language Week
April	April 7	World Health Day
	April 22	Earth Day, USA
May	Asian and Pacific American Heritage Month	
	May 12	International Migratory Bird Day
June	Lesbian and Gay Pride Month	
	June 1	International Children's Day
August	August 9	International Day of Indigenous Peoples
Autumn	September 15–October 15	Hispanic/Latino Heritage Month
September	September 8	International Literacy Day
October	October 1	World Habitat Day
	October 24	United Nations Day
November	National American Indian Heritage Month	
	Second week in November	International Education Week Web site: http://exchanges.state.gov.iep
	Third week in November	Geography Awareness Week
December	December 1	World AIDS Day
	December 3	International Day of Disabled Persons
	December 10	Human Rights Day

The year 2002 of the Christian calendar is
1380 in the Persian calendar
1422 in the Muslim calendar
2545 in the Buddhist calendar
2754 in the old Roman calendar
5114 in the Mayan cycle
5762 in the Hebrew calendar
4699, in the Chinese calendar (Year of the Snake).[1]

For listings of national holidays, birthdays, and commemorations around the world, see Chapter 7, "Maps, Calendars, and Atlases."

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[1] The United Nations Calendar for Peace, updated monthly, http://www.un.org/Pubs/Cyber_SchoolBus. Information for the UN Calendar of Peace 2002 provided by UNA-USA Connecticut and UNA-UK Westminister, England. Cited with permission. E-mail: cyberschoolbus@un.org

Appendix V
DPI Publications with a Global or Multicultural Focus

The Wisconsin Department of Public Instruction offers a number of other publications with a focus on global studies and multicultural education:

- *A Guide to Curriculum Planning in Global Studies*
- *Planning Curriculum in World Languages*
- *Planning Curriculum in Social Studies*
- *A Guide to Connected Curriculum and Action Research*
- *A Guide to Curriculum Planning in Art and Design Education*
- *Classroom Activities in Japanese Culture and Society*
- *German for Communication: A Teacher's Guide*
- *Japanese for Communication: A Teacher's Guide*
- *American Indian Resource Manual*
- *Classroom Activities in Chippewa Treaty Rights*
- *Classroom Activities in Wisconsin Indian Treaties and Tribal Sovereignty*
- *Wisconsin's Model Academic Standards for Agricultural Education—High School Activities Guide* (also *Middle School Activities Guide*)

For ordering information visit the Wisconsin Department of Public Instruction Publication Sales Web site at www.dpi.state.wi.us/pubsales or call toll-free in the USA, 1 (800) 243-8782.

Learning folk dances connects students to world regions, music and customs within a joyous context. (Bob Rashid)

Appendix VI

U.S. Embassies

International Embassies in the United States

Web site: http://www.embassy.org/
Embassies are wonderful resources for K–12 teachers. Contact them to request information pages on current events in the news from their government's perspective, maps, posters, and tourist brochures. Some of the economically wealthier countries offer speaker services, curriculum materials, and videos for loan. Embassy personnel, who may be interested in visiting Midwestern schools, are sometimes amenable to being guests at special school or community events. During conflicts, embassies may be temporarily closed.

Afghanistan
2341 Wyoming Ave. NW
Washington, DC 20008
(202) 234-3770; fax, (202) 328-3516
Albania
2100 S St. NW
Washington, DC 20008
(202) 223-4942; fax, (202) 628-7342
Algeria
2118 Kalorama Rd. NW
Washington, DC 20008
Web site: http://www.algeria-us.org/
Angola
1615 M St. NW, Suite 900
Washington, DC 20036
Web site: http://www.angola.org/
Antigua and Barbuda
3216 New Mexico Ave. NW
Washington, DC 20016
Web site: http://www.undp.org/missions/
Argentina
1600 New Hampshire Ave. NW
Washington, DC 20009
Web site: http://www.embassyofargentina-usa.org
Armenia
2225 R St.
Washington, DC 20008
Web site: http://www.armeniaemb.org
Australia
1601 Massachusetts Ave. NW
Washington, DC 20036
Web site: http://www.austemb.org
Austria
3524 International Ct. NW
Washington, DC 20008
Web site: http://www.austria.org
Azerbaijan
927 15th St. NW, Suite 700
Washington, DC 20035
Web site: http://www.azembassy.com/
Bahamas, The
2220 Massachusetts Ave. NW
Washington, DC 20008
Bahrain
3502 International Dr. NW
Washington, DC 20008
Web site: http://www.bahrainembassy.org
Bangladesh
3510 International Dr. NW
Washington, DC 20007
Web site: http://www.bangladoot.org
Barbados
2144 Wyoming Ave. NW
Washington, DC 20008
Barbuda—see **Antigua**
Belarus
1619 New Hampshire Ave. NW
Washington, DC 20009
Web site: http://www.belarusembassy.org
Belgium
3330 Garfield St. NW
Washington, DC 20008
Web site: http://www.diplobel.org/

Belize
2535 Massachusetts Ave. NW
Washington, DC 20008
Web site: http://www.embassyofbelize.org
Benin
2124 Kalorama Rd. NW
Washington, DC 20008
Bhutan
2 United Nations Plaza, 27th Floor
New York, NY 10017
Bolivia
3014 Massachusetts Ave. NW
Washington, DC 20008
Web site: http://www.bolivia-usa.org/
Bosnia and Herzegovina
2109 E St. NW
Washington, DC 20037
Web site: http://www.bosnianembassy.org
Botswana
1531-3 New Hampshire Ave. NW
Washington, DC 20036
Brazil
3006 Massachusetts Ave. NW
Washington, DC 20008
Web site: http://www.brasilemb.org
Brunei
3520 International Ct. NW
Washington, DC 20008
Web site: http://bruneiembassy.org
Bulgaria
1621 22nd St. NW
Washington, DC 20008
Web site: http://www.bulgaria-embassy.org
Burkina Faso
2340 Massachusetts Ave. NW
Washington, DC 20008
Web site: http://www.burkinaembassy-usa.org
Burma (Myanmar)
2300 S St. NW
Washington, DC 20008
Burundi
2233 Wisconsin Ave. NW, Suite 212
Washington, DC 20007
Cambodia
4500 16th St. NW
Washington, DC 20011
Web site: http://www.embassy.org/cambodia
Cameroon
2349 Massachusetts Ave. NW
Washington, DC 20008
Canada
501 Pennsylvania Ave. NW
Washington, DC 20001
Web site: http://www.canadianembassy.org
Cape Verde
3415 Massachusetts Ave. NW
Washington, DC 20007
Web site: http://www.capeverdeusaembassy.org
Central African Republic
1618 22nd St. NW
Washington, DC 20008
Chad
2002 R St. NW
Washington, DC 20009
Web site: http://www.chadembassy.org
Chile
1732 Massachusetts Ave. NW
Washington, DC 20036
Web site: http://www.chile-usa.org/
China, People's Republic of
2300 Connecticut Ave. NW
Washington, DC 20008
Web site: http://www.china-embassy.org
Colombia
2118 Leroy Pl. NW
Washington, DC 20008
Web site: http://www.colombiaemb.org
Comoros
420 E. 20th St.
New York, NY 10022
Congo, Republic of the
4891 Colorado Ave. NW
Washington, DC 20011
Web site: http://www.embassyofcongo.org/
Congo, DR (former Zaire)
1800 New Hampshire Ave. NW
Washington, DC 20009
Costa Rica
2114 S St. NW
Washington, DC 20008
Web site: http://costarica-embassy.org/
Cote D'Ivoire
2424 Massachusetts Ave. NW
Washington, DC 20008
Croatia
2343 Massachusetts Ave. NW
Washington, DC 20008
Web site: http://www.croatiaemb.org
Cuba
2630-2639 16th St. NW
Washington, DC 20009

Cyprus
2211 R St. NW
Washington, DC 20008
Web site: http://www.cyprusembassy.net
Czech Republic
3900 Spring of Freedom St. NW
Washington, DC 20008
Web site: http://www.czech.cz/washington
Denmark
3200 Whitehaven St. NW
Washington, DC 20008
Web site: http://www.denmarkemb.org
Djibouti
1156 15th St. NW, Suite 515
Washington, DC 20005
Dominican Republic
1715 22nd St. NW
Washington, DC 20008
Web site: http://www.domrep.org/
Ecuador
2535 15th St. NW
Washington, DC 20009
Web site: http://www.ecuador.org
Egypt
3521 International Ct. NW
Washington, DC 20008
Web site: http://www.embassyofegyptwashingtondc.org/
El Salvador
2308 California St. NW
Washington, DC 20008
Web site: http://www.elsalvador.org
England—see **United Kingdom**
Equatorial Guinea
2020 16th St. NW
Washington, DC 20009
Eritrea
1708 New Hampshire Ave. NW
Washington, DC 20009
Estonia
2131 Massachusetts Ave. NW
Washington, DC 20008
Web site: http://www.estemb.org
Ethiopia
3506 International Dr. NW
Washington, DC 20008
Web site: http://www.ethiopianembassy.org
Fiji
2233 Wisconsin Ave. NW, Suite 240
Washington, DC 20007
Finland
3301 Massachusetts Ave. NW
Washington, DC 20008
Web site: http://www.finland.org
France
4101 Reservoir Rd. NW
Washington, DC 20007
Web site: http://www.ambafrance-us.org/
Gabon
2034 20th St. NW, Suite 200
Washington, DC 20009
Gambia, The
1155 15th St. NW, Suite 1000
Washington, DC 20005
Web site: http://www.gambia.com/index.html
Georgia
1615 New Hampshire Ave. NW, Suite 300
Washington, DC 20009
Web site: http://www.georgiaemb.org/
Germany
4645 Reservoir Rd. NW
Washington, DC 20007
Web site: http://www.germany-info.org
Ghana
3512 International Dr. NW
Washington, DC 20008
Web site: http://www.ghana-embassy.org
Greece
2221 Massachusetts Ave. NW
Washington, DC 20008
Web site: http://www.greekembassy.org
Grenada
1701 New Hampshire Ave. NW
Washington, DC 20009
Guadaloupe—see **France**
Guatemala
2220 R St. NW
Washington, DC 20008
Web site: http://www.guatemala-embassy.org
Guinea
2112 Leroy Pl. NW
Washington, DC 20008
Guinea-Bissau
918 16th St. NW
Washington, DC 20006
Guyana
2490 Tracy Pl. NW
Washington, DC 20008
Web site: http://www.guyana.org/govt/embassy.html

Haiti
2311 Massachusetts Ave. NW
Washington, DC 20008
Web site: http://www.haiti.org/embassy
Holy See, The
3339 Massachusetts Ave. NW
Washington, DC 20008
Honduras
3007 Tilden St. NW
Washington, DC 20008
Web site: http://www.hondurasemb.org
Hungary
3910 Shoemaker St. NW
Washington, DC 20008
Web site: http://www.huebwas.org
Iceland
1156 15th St. NW, Suite 1200
Washington, DC 20005
Web site: http://www.iceland.org
India
2107 Massachusetts Ave. NW
Washington, DC 20008
Web site: http://www.indianembassy.org
Indonesia
2020 Massachusetts Ave. NW
Washington, DC 20036
Iran (Interests Section)
2209 Wisconsin Ave. NW
Washington, DC 20007
Web site: http://www.daftar.org/default_eng.htm
Iraq (Interests Section)
1801 P St. NW
Washington, DC 20036
Ireland
2234 Massachusetts Ave. NW
Washington, DC 20008
Web site: http://www.irelandemb.org
Israel
3514 International Dr. NW
Washington, DC 20008
Web site: http://www.israelemb.org/
Italy
3000 Whitehaven St. NW
Washington, DC 20008
Web site: http://www.italyemb.org
Ivory Coast—see **Cote d'Ivoire**
Jamaica
1520 New Hampshire Ave. NW
Washington, DC 20036
Web site: http://www.emjamusa.org
Japan
2520 Massachusetts Ave. NW
Washington, DC 20008
Web site: http://www.emb-japan.go.jp
Jordan
3504 International Dr. NW
Washington, DC 20008
Web site: http://www.jordanembassyus.org
Kazakhstan
1401 16th St. NW
Washington, DC 20036
Web site: http://www.kazakhembus.com
Kenya
2249 R St. NW
Washington, DC 20008
Web site: http://www.kenyaembassy.com
Korea, Republic of
2450 Massachusetts Ave. NW
Washington, DC 20008
Web site: http://emb.dsdn.net/english/frame.htm
Kuwait
2940 Tilden St. NW
Washington, DC 20008
Kyrgyzstan
1732 Wisconsin Ave. NW
Washington, DC 20007
Web site: http://www.kyrgyzstan.org
Laos
2222 S St. NW
Washington, DC 20008
Web site: http://www.laoembassy.com
Latvia
4325 17th St. NW
Washington, DC 20011
Web site: http://www.latvia-usa.org
Lebanon
2560 28th St. NW
Washington, DC 20008
Web site: http://www.lebanonembassy.org
Lesotho
2511 Massachusetts Ave. NW
Washington, DC 20008
Liberia
5201 16th St. NW
Washington, DC 20011
Web site: http://www.liberiaemb.org
Lithuania
2622 16th St. NW
Washington, DC 20009
Web site: http://www.ltembassyus.org

Luxembourg
2200 Massachusetts Ave. NW
Washington, DC 20008
Web site: http://www.luxembourg-usa.org
Macedonia
3050 K St. NW, Suite 210
Washington, DC 20007
Madagascar
2374 Massachusetts Ave. NW
Washington, DC 20008
Web site: http://www.embassy.org/madagascar
Malawi
2408 Massachusetts Ave. NW
Washington, DC 20008
Malaysia
3516 International Ct. NW
Washington, DC 20008
Web site: http://www.undp.org/missions/malaysia
Mali
2130 R St. NW
Washington, DC 20008
Web site: http://www.maliembassy-usa.org
Malta
2017 Connecticut Ave. NW
Washington, DC 20008
Web site: http://www.foreign.gov.mt/ORG/ministry
/missions/washington2.htm
Marshall Islands
2433 Massachusetts Ave. NW
Washington, DC 20008
Web site: http://www.rmiembassyus.org/
Martinique—see **France**
Mauritania
2129 Leroy Pl. NW
Washington, DC 20008
Mauritius
4301 Connecticut Ave. NW, Suite 441
Washington, DC 20008
Mexico
1911 Pennsylvania Ave. NW
Washington, DC 20006
Web site: http://www.embassyofmexico.org
Micronesia
1725 N St. NW
Washington, DC 20036
Web site: http://www.fsmembassy.org
Moldova
2101 S St. NW
Washington, DC 20008
Web site: http://www.moldova.org
Mongolia
2833 M St. NW
Washington, DC 20007
Web site: http://members.aol.com/monemb
Morocco
1601 21st St. NW
Washington, DC 20009
Mozambique
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EFF-089 (1/2003)